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ABSTRACT

This inservice training program, which was developed for the improvement of school library media programs, is designed for library media specialists, administrators, and teachers. Tailored to meet particular school district needs, the program permits extensive on-site inservice training lasting from three days to two weeks. Using various procedures such as checklists and committee meetings with educators, problem areas were identified and clustered into four components: (1) long range planning; (2) the library media collection; (3) organization and arrangement of the library media center; and (4) staff utilization. Training activities and a learning module were developed for each area. This manual includes guides for the program director and trainer personnel, as well as the detailed modules. These materials were utilized by the inservice training specialists at on-site sessions involving library media personnel, classroom teachers, and administrators from 42 schools selected from the 175 initial requests for participation in the field testing of this program. Post-visit reports by the specialists indicate many changes in existing media programs as a result of the inservice project. The results of this project will be published by the U.S. Office of Education as a model program. (Author/RAA)

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Final Report

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LIBRARY MEDIA INSERVICE TRAINING

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The materials and information sources researched in the planning of this inservice program and the subsequent formulation of this manual have come from many types of sources. Some of the information came from "reprints" which did not indicate an original source. We have attempted to credit all materials to their author and publisher in cases where we were certain of the source.

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LIBRARY MEDIA INSERVICE TRAINING PROJECT

Abstract

The purpose of the Library Media Inservice Training Project was to develop an Inservice Training Program for the improvement of school library media programs. The program was personalized through the identification of a school district's needs and the development of activities tailored to meet those identified needs. A unique characteristic of this program was its design which permitted extensive on-site inservice training, lasting from three days to two weeks.

Using various procedures such as checklists and committee meetings with educators, a list of problem areas in school library media programs was developed. These problem areas were clustered into four components: (1) Organization and Arrangement of School Library Media Centers, (2) Staff Utilization of School Library Media Centers, (3) The Library Media Collection, and (4) Long Range Planning of School Library Media Programs.

From the 175 initial requests for participation in the field-testing of this program, 42 schools were selected for the program development. These districts were selected on the basis of certain criteria such as geographic location, school size, staffing, centralized library media services, identified needs in the four clusters, as well as other unique circumstances. A one-day workshop for private schools' library media specialists and administrators was also provided.

A variety of training activities within the four clusters were researched and developed. These were utilized by the two inservice training specialists for the on-site sessions which were scheduled from January 6, through April 30. These sessions were designed to involve not only library media personnel, but also classroom teachers and administrators.

Results of this program will be published for dissemination by the U.S. Office of Education as a model program. Many of the materials and concepts developed will be used in the future by the State Department of Education (SDE) library media specialists to assist local school districts plan for improved library media programs.

INTRODUCTION

Inservice education is not a new concept for educators, however the approach taken in the project where the following models were developed and field-tested does present a new dimension to inservice education. The unique characteristics of the project were the personalized structure of each inservice and the amount of time the specialists spent on-site conducting the field-testing of activities which were designed prior to the visit.

The development of an inservice program of this nature evolved from needs, both expressed to and perceived by State Department of Education library media specialists. Two problems were perceived: (1) inservice materials and programs designed for short time periods, one day or less, were difficult to find, and (2) the specialists had so many requests for assistance, that one day seemed to be the maximum time which could be spent with any one school. This short time frame did not allow for an accurate assessment of the identified problem, nor for the application of effective activities to correct the problem or eliminate the concern. Therefore, it was the desire of the State Department of Education to design a model inservice training program with numerous activities. In order to improve the quality of library programs, the activities were designed to be used by library media specialists within a state department of education, by district administrators, by district library media program supervisors and by others within the profession at the local, state or federal level.

Prior to submitting a proposal to the U.S. Office of Education, the Oklahoma State Department of Education contacted several counterparts in other states, to determine the nature and extent of their inservice training. A literature search was conducted through state university libraries and ERIC, however, the desired type of program was not found. Although some continuing education projects have been formulated or developed to improve library media programs, they did not meet the design necessary to achieve the desired goal. Oklahoma's goal was to take the inservice to the local site and design the activities to meet the specific needs of the staff of that school. A bibliography of the literature researched can be found in the appendix of this publication. Reference is made to some specific materials throughout the publication.

Upon receipt of our grant, further research was conducted to explore types of delivery systems for organizational development models which could provide insights into the most effective approaches for presenting inservice training. The specialists conducting the inservice received training in the program model, Group Process Skills. The aim in the development of the project materials was to have this model designed in a manner which would make it usable both currently and in the future by many specialists.

Hoping to promote library media improvement, input was solicited from many professionals in Oklahoma education. A representative group of school superintendents, school principals, library media specialists and classroom teachers were assembled for a one-day meeting to determine priority areas for inservice training and effective approaches which could prove successful in conducting inservice training with administrators, classroom teachers, and library media specialists. Resource persons from several sections of the State Department of Education were interviewed. Many creative ideas and successful experiences were shared which paved the way for a more beneficial project. The specific needs identified for inservice topics were placed on a survey sheet and sent to one hundred and seventy-five (175) schools who expressed an interest in receiving extensive inservice training. The results of these surveys were tabulated and the needs expressed were prioritized. Subsequent to the prioritization, four (4) clusters of problem areas or needs emerged. Activities were designed to provide training to alleviate the problem or to create a plan for improvement relative to the problem. The four (4) cluster areas are: (1) Organization and Arrangement of School Library Media Centers, (2) Staff Utilization of School Library Media Centers, (3) The Library Media Collection, and (4) Long Range Planning of School Library Media Programs.

School districts were selected to participate in the field-testing of the designed activities for each cluster of needs. Districts were selected on the basis of criteria such as geographic location, school size, staffing, centralized library media services, identified needs in the four clusters, as well as other unique circumstances. A one-day meeting was conducted with the administrators of each selected district to provide time for clarification of the program's purpose and to obtain a commitment from the administrators for assignment of staff time to participate in the inservice training. The dates

for the inservice training sessions at each participating school were set at the close of the one-day workshop. Time frames requested ranged from two days to two weeks, depending upon the nature of the problem and the size of the staff to be involved.

Each specialist was assigned a group of the selected schools to serve. Pre-visits were arranged for the purpose of assessing the status of the library media program. Based on the pre-visit, the specialist determined the following: (1) the types of inservice activities needed, (2) the amount of time necessary to conduct the inservice, and (3) the identification of local staff to be involved in the inservice to correct the problem or to open lines of communication which would eventually lead to a satisfactory solution.

A complete file was kept on each school giving pertinent information about the pre-visit circumstances, types of activities used, apparent success of activities in meeting identified needs, staff involved and the evaluation of the inservice by those involved. A post-visit was scheduled at the end of the project to evaluate the success of the inservice by observing the changes which had occurred during the interim.

Each participant was asked to complete a final evaluation form which was mailed to them. This was an effort to get feedback as to the feelings of individuals and to help determine individual commitment to library media program improvement. Several responses to the questions reflect the effectiveness of this inservice project and these are cited as evidence:

Question: As a result of the Library Media Inservice, are there any changes in your district's library media program that you propose to implement? (81% responded affirmatively and listed the specific changes to be made.)

Question: Was the Library Media Inservice Program useful to your district? (94% responded affirmatively.)

Question: Did the activities of the Library Media Inservice address the identified needs of your district? (84% responded affirmatively.)

The post-visit reports by the specialists indicate many changes in library media programs as a result of the inservice project. Hopefully, the

activities and information provided in this publication can be used by many educators, in a variety of situations, to promote improved library media programs within their schools.

INSERVICE TRAINING IN LIBRARY MEDIA

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INSERVICE TRAINING IN LIBRARY MEDIA

PURPOSE

The purpose of inservice training is to aid library media specialists, administrators, and teachers in improving the services of the school library media program. There is real enthusiasm for staff development among teachers, administrators and library media specialists. On-going staff development is a response to new dimensions in library services and in education presently centering on creating a learning environment for creative use by students and staff.

Roles of administrators and faculty in our schools are adjusting to this interest in development of library media programs and the creative use of resources. The library media staff needs to be represented at administrators' meetings and they need to work closely with principals and teachers. This relationship encourages more cooperative involvement particularly in planning, goal setting and evaluating in areas of library media organization, instruction, and administration.

Objectives for a library media inservice program emphasize professional and paraprofessional growth, improvement of instruction through staff development and involvement, increased student use, and program expansion. Inservice programs develop the personal talents and skills of the library media staff and increase knowledge in their field. Improved technical processes and more effective communication can result from the inservice. Inservice programs also work to increase awareness of the advantages of an effective library media program and to motivate administrators, teachers, and library media staff to further effort.

This manual has been developed with the aforementioned purposes constantly in mind. The user will find sections to give direction in conducting a needs assessment, getting ready for an inservice program, conducting an inservice program, as well as numerous training activities.

ASSUMPTIONS

Assumptions regarding inservice include:

- (1) Expectations for improvement of the educational program through an improved library media program at one or more of the following levels: administration, library media staff, faculty, others.
- (2) Commitment of school administrators and other participating agencies to leadership responsibilities in the library media inservice program.
- (3) Commitment of local schools to determining needs, planning improvement and implementing plans.
- (4) Provision of facility for on-site training, adequate time, resources, and participation of staff.
- (5) Individual selected as Trainer with appropriate expertise.
- (6) Appropriate staff members assigned to participate in the inservice program.

DESIGN OF PROGRAM

In setting up a training situation the administrator and staff of the LEA should identify needs and review information relative to the quality and quantity of services available through the library media program. Data from teachers, library media specialists and staff should be collected and analyzed. The information gathered should include studies of model programs, pilot programs and other educational research.

Annual reports, inventories and evaluation of the school library media program can be used to determine those areas needing modification and should provide direction as to the type of inservice program. The Long Range Planning Module provides instruction on library media program records and reports in assessment. Other methods of comparison and assessment of needs are included in the manual also. After completing the initial data gathering process, information is analyzed and interpreted by local administrators and persons selected as leaders of the proposed program. Accurate observation of services and programs, reports and inventories and studies of the effectiveness of the individual school library media program objectively define existing conditions. This data can be related to evaluative criteria (state,

regional or national) and to other qualitative guidelines for library media programs in order to establish the need for an inservice program. The needs assessment and analyzing the data may be the extent of the inservice program.

Following this initial decision-making process, program design continues with consideration of alternative possibilities for the scheduling of an inservice program for the school. Estimated budgets are necessary to provide for the resources and personnel (consultant or in-school staff) to conduct the inservice are considered. A time frame listing program checkpoints should be constructed to aid monitoring of program progress.

The inservice program should be designed to assist library media specialists, teachers, and administrators deal with problem areas they have identified and should involve them in the decision-making process. The relevancy of the inservice to identified needs tends to hold the interest of participants and enhances chances for success. The program should be at the school where participants work as much as possible to assist them in learning about their own resource program. These are two factors considered as keys to success in development of this model.

ORGANIZATION AND USE OF THE MANUAL

The purpose of a library media inservice training program is to develop a program for the improvement of school library media programs. The inservice program may be personalized through the identification of a school district's needs and the development of activities tailored to meet these identified needs. Unique characteristics of this model program are its prescriptive design and the on-site in-depth training, which could last from three days to two weeks.

Using various assessment procedures, the school district's library media needs could be pinpointed. A variety of activities included in this manual could be used for the improvement of the library media program by addressing the identified needs. The activities cover various areas and are geared for use with administrators, teachers, library media specialists and volunteers. These activities may be changed or modified to suit its inservice needs. The activities are grouped into four modules: Long Range Planning containing five (5) activities; The Library Media Collection containing five (5) activities; Organization and Arrangement of the Library Media Center containing eight (8) activities and Staff Utilization containing eight (8) activities. These activities can be used in various combinations to accomplish the inservice goals. The possible combinations are given within the activity along with objectives and purposes of the activity, the target group, the materials needed and the directions for carrying out the activity.

Hints and guidelines for the implementation of the inservice program are included in the Director's and Trainer's sections. Information on who can benefit from this manual is also described in those sections.

Utilization of this prescriptive model for inservice training will vary according to the agency conducting the program and the participants' identified needs.

NEEDS ASSESSMENT

Conducting Assessments

Needs assessments increase awareness, involve the administrators, teachers, and library media specialists, and provide direction for planning the inservice program. The identification of needs provides information in key areas to aid in the cooperative development of objectives.

Needs identifications can be accomplished by a variety of means. Needs can be surveyed using checklists, ratings and questionnaires similar to those included in the Long Range Planning Module of this manual. Needs determined from a questionnaire or a checklist can be ranked according to importance and used in the development of the objectives for the inservice program. Another method of assessing needs is by means of individual and group meetings. This manual discusses how school staff, school committees, departmental teams, groups of teachers, administrators, library media specialists and students can suggest possible needs and formulate objectives for inservice programs. These objectives can be prioritized and the group can brainstorm for possible procedures that might be used to implement the objectives.

To aid in verifying needs and assessing the validity of objectives, a committee of randomly selected teachers, administrators and library media specialists may be formed and again requested to list and prioritize needs. The resulting needs and priorities determined by this select group may or may not coincide with those established in previous needs assessments.

Use of Data in Planning

Data gathered by means of survey and group process techniques can be used to establish objectives. Specific library media program needs can be grouped according to their relation to the general areas requiring modification and program activities planned in these areas.

For example, technical and organizational processes might be grouped in one module; developmental and evaluative functions relating to collection in another; communications and coordination of library media center programs in a module; management and planning activities in another.

Strategies for the inservice should be developed with a variety of inputs to insure individualized design. In planning a library media inservice program for a school district, strategies need to be developed for schools in different locations, schools of various sizes, and at different levels. Consideration should be given to planning inservice workshops for individual library media staffs or district staffs. Plans should also include ideas for involving administrators, teachers and specialists in the inservice. Professional days may be utilized for inservice programs in library media. Individual conferences during a staff member's planning period may be used for inservice time. Group meetings may be scheduled during the school day if substitutes are available.

Flexible activities that provide for either individual or group involvement should be selected and/or developed. To allow active participation, a variety of interesting methods, case studies, simulation games and demonstrations should be selected. Training materials such as those included in the modules can be prepared for presentation and individual use.

Finally, methods for checking the effectiveness of the inservice need to be planned. Pre-program assessments and post-program evaluations can be constructed to determine the effectiveness of the inservice training program and to permit some measurement of achievement of inservice objectives. Evaluative forms and ratings should be developed to provide on-going program checks. Post-program evaluations should be obtained following the completion of the inservice.

DIRECTOR'S SECTION

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DIRECTOR'S SECTION

INTRODUCTION

This section is addressed to the person who will be responsible for initiating and administering the inservice program, the Director. Planning, administering and supervising the program will be the major responsibilities of this person. Inservice must develop from a need for growth and increased productivity which gives the program a purpose. The dimension of the program then evolves within the organizational and administrative structure through which it will operate. Operational problems of the inservice program are services through this structure facilitating the effort.

The purpose and dimension of the program, the organizational and administrative structure and the operational problems are discussed in this section. Every item covered may not be relevant to every program. The Director should keep this in mind and use those parts that apply to the inservice program to be implemented.

PURPOSE

It is a function of the profession to update, improve, change, and renew its views and practices. Inservice recognizes the need for maintaining professional standards. This type of upgrading allows for the job to continue while improvement occurs.

An inservice program is concerned both with immediate and long range goals. One is not necessarily dependent on the other, but the immediate objectives should lead to the realistic fulfillment of the more permanent change. The goals should be connected to priorities. Will the results be profitable in further staff development? Inservice programs should contribute to the orderly and continuous improvement of the programs concerned. It can be orientation for some, new skills for others and retraining for the rest.

The most important element of an inservice program is its PURPOSE. A program without a purpose leads nowhere. Well thought out plans put into

operation can result in the identified desired aims. This is the purpose of any program.

During the time of conception, several variables must be examined:

1. A clearly defined purpose for the inservice must be established.
2. The contribution of the short range goals to the future improved level of operation should be thoughtfully reviewed.
3. The needs of the potential audience, to accomplish increased competency, must be addressed. These needs should be identified and priorities set so that the most important needs are considered.
4. The emotional climate which prompts personnel to desire enrichment and renewal should be evident or established during the inservice. It is in this climate that the inservice experience reaps the most benefits.

SELECTION OF DIRECTOR

The people involved in the inservice include the Director, the Trainer, and the Participants. The Director is responsible for the initiation, planning, administering and monitoring of the program. A person could be assigned as Director by the sponsoring agency or by the organization to be served; again these might be one and the same. For example, the sponsoring agency could be a state department of education division and the organization to be served could be a school district or an individual school. However, the sponsoring agency might be a school district which would also be the organization served.

The Director should be selected or appointed on the basis of:

1. Incentive (This person must be an initiator and possess keen interest in the program.)
2. Organizing ability (This person must make decisions, know what has been done and what needs to be done, know when to delegate, be a good manager and a good communicator.)
3. Reliability (This person must be prompt, meet deadlines and follow through on commitments.)
4. Energy (This person must have time to carry the load and support staff must be available to help if necessary.)
5. Human relations ability (This person must be persuasive, tactful, and firm.)

DIRECTOR'S SKILLS AND ABILITIES

The Director sets the tone by formulating policies and guidelines under which the program will operate since the feasibility of the program and the

thoughtful construction of the design will have a bearing on its effectiveness. Dealing with performance, products and procedures, the Director must possess human, conceptual and technical skills. Essential to his/her role, the following abilities are desirable: (1) management, (2) personnel, (3) budgeting, (4) supervisory, (5) organization, (6) analytical, (7) leadership, (8) planning, (9) decision-making, (10) communication.

RESPONSIBILITIES OF THE DIRECTOR

Generally, the Director must (a) develop a systematic approach to the program, (b) establish an open climate that permits growth, (c) acquire the necessary commitment to the program, (d) publicize the program, (e) exercise control over the operational problems, (f) engage training personnel, supervise the performance of the Trainer and monitor the program, (g) recognize discrepancies and make the necessary modifications, (h) establish relationships through coordinating the efforts of all personnel concerned, (i) assess the cost and maintain the financial structure, (j) lessen conflicts that arise and render support when necessary, (k) keep the program in its proper focus, and (l) continuously evaluate, modify, and improve the total package. These responsibilities fall within the function of planning, organization, and management.

The responsibilities of assessing the needs, designing, implementing, and evaluating the program belong to the Trainer. The Trainer could be appointed or selected by the Director, or could be an outside person. A coordinator or field person from the state agency might be the Trainer. The Trainer could also be a member of a professional organization, a school district library media coordinator, director or a library media specialist from a particular school. He/she might be a member of the sponsoring agency or from the organization to be served. An outside consultant could also be employed as a Trainer. In some instances, the Director and the Trainer might be the same person.

The selection of the Trainer is the most important responsibility of the Director for this person will be vital to the success of the program. Thoughtful deliberation must be given to selecting the right person as Trainer. Basic knowledge, skills and abilities must be carefully weighed. (See Trainers Section for skills and abilities needed for role of Trainer.) Once this person

has been selected, the Director and Trainer can cooperatively plan the inservice program.

The Participants will usually come from the organization to be served. They could be volunteers or specified personnel who have been asked to participate.

The resources can be derived from various sources also. The sponsoring agency might be responsible for the Director and Trainer's time or this responsibility might stem from the organization to be served. Usually the Participants' time is specified by the organization to be served, although it could be the Participants' own time they are using.

Funding of the program could be the sole or shared responsibility of the sponsoring agency and the organization to be served; or it could be covered by Participant fees. It is possible that some funding agent might be providing the finances.

The materials might be provided by either or both agencies. These could be tied-in to cost and administrative structure.

ORGANIZATIONAL STRUCTURE

Initiation of an inservice program can stem from one of a number of sponsors. It could be a service offered by a state agency or a professional organization. The school district, itself, could have an on-going staff development plan.

The responsibility for setting forth the purpose and goals of the program belongs to the sponsoring agency. The organization to be served decides whether the purpose and goals of the inservice have something to offer them. Sometimes the sponsoring agency and the organization to be served are one and the same. At this point, an organizational framework must be worked out delineating the responsibilities and functions of the sponsoring agency and the organization to be served. People and resources are the key elements from which these responsibilities and functions emanate.

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ORGANIZATIONAL STRUCTURE (cont.)

Components of Program:	Agency Responsible for:		
PEOPLE	Sponsoring Agency	Organization to be served	Other
Director	X	X	
Trainer	X	X	X
Participants		X	
RESOURCES			
Cost	X	X	X
Materials	X	X	

SPONSORING AGENCY

State Department of Education
Professional Organization
School District
Individual School
Consulting Agency

ORGANIZATION TO BE SERVED

School District
Individual School
Professional Organization
Individual Participants

DIRECTOR

Library Media Director or Coordinator -
State Agency
Superintendent or other district level
administrators - School District
Library Media Director or Coordinator -
School District
Individual School Principal or Library
Media Specialist
Member of Professional Organization
Head of Consulting Agency

TRAINER

Library Media Coordinator - State Agency
Library Media Director or Coordinator -
School District
Individual School Library Media Specialist
Member of Professional Organization
Paid Consultant

PARTICIPANTS

Administrators, Teachers, Library Media
Specialists - School District
Principal, Teachers, Library Media Special-
ists - Individual Schools
Members of Professional Organizations
Interested Individuals

ADMINISTRATIVE STRUCTURE

The administrative structure upholds the program through the Director, a set of defined responsibilities, and the discharge of these duties.

Administering, coordinating and monitoring the inservice program are the direct responsibility of the Director, and within the authority of the Director. While the Director has the authority to make decisions regarding the program, communication with the administrator of the organization to be served is necessitated. A clear understanding between these two persons is essential for a smooth operation to transpire.

The responsibilities for the program will vary with the conditions surrounding it such as the size and structure, organization being served, the program design, and the training needs being met. The programs will vary from one to another. However, inherent to any program is the basic concern for improvement exhibited through the Director's leadership.

Planning

Planning encompasses looking carefully at the present situation and preparing for change. Good planning can ease the implementation and management of the program. Steps in planning include:

1. An information gathering process to determine needs.
2. Analysis of the resulting data.
3. Establishment of objectives.
4. Appraisal of resources, personnel, time, funds, and materials.
5. Design of the program.

A flexible plan should be created with the learners in mind, their needs and expectations, emphasizing their role in the training program.

The overall plan must be meaningful and feasible for the organization to implement. A valuable satisfying experience should result from the execution of this plan providing for the transfer of the learning to the job. Timing and insight help to create an orderly composite plan.

In the development of the program or plan, the Director must be concerned with program direction. To assure compatibility of training direction and training needed, an evaluation or assessment of the present program must

be planned. Various techniques of assessment have been discussed in a separate section. (See Needs Assessment A and B Long Range Planning Module.) The technique selected for use must be applicable to the situation and easily administered. Insight on the part of the Director and Trainer and others who may be assisting in analyzing information gathered is fundamental to assure proper assessment. With careful categorizing of information, significant problems should become apparent. From these needs, the decision will be made as to the direction and consequently the design of the inservice program.

The design will take shape from having gone through diagnostic process of prescriptive planning. (See Model presented in Trainer's Section.) Although the major responsibility of the design of the program may belong to the Trainer, the Director must be aware of and participate in the planning in order to be able to organize and manage the plan, since sequence, time and cost must be taken into account. Input from the Director during the decision stage can contribute to a unified presentation.

It is at this point that the Director must begin creating good relationships and an atmosphere of trust and generating a positive outlook toward success. Commitment to the program will generate this type of open climate needed. In order to obtain commitment, certain factors must be present:

1. There must be evidence of a need for the program.
2. The training must be relevant to the need.
3. The training must encompass new ideas, processes or skills that the participant is not receiving through other means.
4. The training must be timely.
5. The training must be feasible within the financial framework, facilities, and resources available.

The inservice program must have the backing of the highest authority of the organization to be served. Commitment involves use of time, staff, resources and funds. For effective training, strong support is necessary. It is difficult to obtain satisfactory gains without it.

The Participants, Organization being Served and the Sponsoring Agency all owe certain commitments to the program, as cited on the following page.

Participants

- Accept responsibility for their own learning.
- Recognize their own needs and competencies.
- Participate in needs assessments and planning.
- Continuous evaluation of their library media program and services offered.
- Encourage an enthusiasm for growth and change.
- Exhibit self-motivation.
- Commit time and energy to the training.
- Accept a professional outlook toward continued learning.
- Provide evidence of the benefits received from the inservice.

Organization to be Served

- Recognize the value of inservice training as a growth experience.
- Initiate and recommend implementation of a program.
- Exhibit administrative support through a recognition or reward system.
- Effective and timely dissemination of all communication flowing to Participants.
- Encourage innovative practices.
- Provide facilities and released time for staff participation.
- Adopt the goals and objectives of the program.
- Evaluate and provide meaningful feedback for continued improvement of the inservice.
- Share in the planning, administering, implementation and funding of the inservice program.
- Share in providing the resources and personnel needed.

Sponsoring Agency

- Coordinate the inservice program.
- Plan, administer and implement a personalized effective program based on identified needs.
- Provide leadership for the development of inservice training.
- Experiment and develop new training techniques to provide the best program possible.
- Appoint a Director to serve as the coordinator and administrator of the program.

Sponsoring Agency (cont.)

Provide effective and timely communication concerning the program to the organization being served.

Publicize the program.

Share by providing training personnel and resources.

To further heighten the climate for learning, incentives for participation should be evident. The following considerations serve as incentives for Participant acceptance of and involvement in the inservice program:

Practical activities that can be related to the job.

Convenience of attendance and scheduling.

Released time for attendance.

Effective presentation and continuity of cumulative activities.

Participation in planning.

Clear and timely communication of the program details.

Recognition, rewards and satisfaction received from the training.

Time to establish group relationships through dialogue.

Feeling of growth and accomplishment.

Program responsive to changing needs by provision of alternative activities.

Administrative commitment.

Organizing

Organizing is the establishment of an intentional structure of the operational elements. Without organization a program can become unwieldy and ineffective. It is during this stage that the program takes shape. Barriers that inhibit can be reduced. Communication and delivery can be furthered.

The Director, having defined the purpose of the inservice program, and selected the Trainer, must now formulate a framework from which the inservice program will function. Together, the Director and the Trainer will assist the organization being served to identify their needs through various assessment techniques. (See Section on Needs Assessment.)

A needs assessment is generally conducted to determine the needs, functions and services of a library media program in terms of the philosophy and

instructional program of the school and state, regional or national standards, delineating strengths and weaknesses in order to increase effectiveness and efficiency.

From this data gathered, the needs or problems needing modification will be gleaned. The dimension of the program will evolve from these needs. The Trainer and/or Director will construct the program using activities which answer these needs.

The Director can now begin organizing the structure of the plan. Communication must be the key for it takes everyone knowing what is expected of them and why they are involved in the inservice to create a harmonious atmosphere in which members of the educational team can work together at optimum level to create improvement. Meaningful and direct exchange of ideas is necessary. Participants must be informed, materials selected and acquired, time set and place selected.

Time

Time is particularly important. Enough time for planning must be allowed. Time for on-going evaluation and modification of the program is also necessary. Although most of the planning is concurrent, it is essential to provide for changes, failures and last minute alterations. The blocking of time and developing a time line requires deliberation. Factors to consider include:

1. Flexibility in the program activities to fit the time available.
2. Allowance for interaction and time for assimilation of new ideas.
3. Allowance for the Participants to keep up with their daily tasks.
4. Allowance for stretching, squirming, visiting, restroom breaks, etc.
5. Sufficient time for accomplishing the aims of the program.

A basic time line is valuable but it must lend itself to modifications. The large time blocks should be used for participatory activities; the smaller time blocks for presentations because people have shorter attention spans for listening and viewing than for participation. The initial activity should be interesting and enticing since the Participants will be fresh and expectant.

They want to know that the remainder of the program will be worth their time and effort. The beginning should be easily understood and exciting. Long introductions and greetings will lose the group's enthusiasm. The afternoon time blocks should permit the group to interact or otherwise actively take part in the activity since people tend to be more sluggish in the afternoon. Each session should end on an upward note leaving the participants eager to continue the next one. Regardless of activities and time schedules, the sessions should end on time. This is very important!

It is helpful to have this time line and schedule on paper so that the Director can refer to it and keep the program moving as scheduled. The following components of the program have a bearing on time frame.

Planning

Needs assessment
Analysis of data
Program goals
Program design
Agenda development

Organization of program

Arrangements

Implementations

Evaluation

For ease of organization, it would be helpful for the Director to have a notebook in which to store all the information concerning the inservice program. All communications, arrangements and information would then be easily found in one place. Copies of all communications should be kept in this notebook. A worksheet generally outlining the program listing pertinent information needing to be readily available can be included. Another worksheet could furnish the names of persons needing to be contacted, their addresses and telephone numbers, and other details of the inservice program. (See Work Sheet Samples A and B)

Work Sheet Sample - A

Worksheet for Planning Process

(Name of Organization to be Served)

I. Purpose of Inservice Program

II. Target Personnel

III. Needs

- 1.
- 2.
- 3.

IV. Needs Assessment Techniques Used:

Who was involved in assessment:

V. Aims of the Program

VI. Program Activities

1. Type of activity
2. Time Needed
3. Facilities Needed
4. Resources Needed

VII. Evaluation Techniques

VIII. Final Report

Work Sheet Sample - B

Library Media Inservice Training Program

(Name of Organization to be Served)

Administrator of Organization: _____

Address: _____ Phone: _____

Contact Person: _____

Address: _____ Phone: _____

Trainer: _____

Address: _____ Phone: _____

Theme of Program:

Dates of Inservice: _____ to _____

Times: _____

Agenda: (Attach to this form)

Activities Being Used:

- 1.
- 2.
- 3.

Estimated Cost:

Resources: (other than those to be duplicated)

Rentals:

Duplication:

Publicity:

Hospitality:

Supplies:

Meals:

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Estimated Cost: (cont.)

Substitutes:

Staff Time:

Other:

Arrangements:

1. Resources: (state type, who will be responsible for acquisitions, and how it will be acquired)

Purchase

Rent

On Hand

Produce

2. Equipment:

Rent

Borrow

On Hand

3. Hospitality:

Type:

Person responsible:

4. Publicity:

To school district(s)

To local newspaper (name of newspaper)

Other:

5. Duplication of Materials: (Name, type and number needed)

6. Communications:

To Administrator: (Type and date sent, any replies)

To Contact Person:

To Participants:

To Trainer:

Cost

In estimating cost, the Director must assess number of participants and activities to be used. The cost of the program must be within the means of the funding group. Estimates must take into account such items as:

Stationery	Resources
Labels	fees
Postage	rental
Publicity	production
Phone	Salary of Trainer
Signs	mileage
Duplicating	room
Staff time	meals
Graphics	Name tags
Substitutes	Folders
Refreshments	Pencils
	Meals
	Others

Managing

Managing effectively involves directing, controlling and supervising the well-defined plan of action. It entails maintenance of records, acquisition of resources and dissemination of information. Meticulous attention to details will enable the implementation process to proceed smoothly.

Responsibility for final arrangements could be part of the Director's or Trainer's duties or could be delegated to the contact person. In any case, the Director must assume the responsibility for having these duties discharged. Arrangements as to facilities, supplies, resources, etc., must be completed. It is helpful if a list of these details is kept and checked as each item is accomplished. This list can also serve as a double-check to see that no detail is forgotten. The following lists can be included in the Director's notebook to facilitate the management of arrangements.

Work Sheet Sample - C

Prior to the inservice program:

Communications: (It is essential that the communications reach the intended group. This is the key to a successful program.)

Announcement of the inservice program.

- _____ To administrators
- _____ To contact person
- _____ To library media specialists
- _____ To participants

Information from needs assessment.

- _____ To administrators
- _____ To contact person
- _____ To library media specialists
- _____ To participants

Agenda for inservice program.

- _____ To administrators
- _____ To contact person
- _____ To library media specialists
- _____ To participants

Description of Participants' role and any information on resources to be supplied by them.

- _____ To administrators
- _____ To contact person
- _____ To library media specialists
- _____ To participants

News release on inservice program.

- _____ To administrators
- _____ To contact person
- _____ To library media specialists
- _____ To participants

WORK SHEET SAMPLE - C (cont.)

Clarification of commitment of each group.

- _____ To administrators
- _____ To contact person
- _____ To library media specialists
- _____ To participants

Facilities:

- _____ Rooms (Size and number)
- _____ Furniture
- _____ Arrangement of furniture (large groups, small groups)
- _____ Electrical outlets
- _____ Light control
- _____ Ventilation
- _____ Sound Control
- _____ Place for wraps
- _____ Restroom location
- _____ Meal facilities

Equipment:

- _____ Machines (Type and number)
 - _____
 - _____
 - _____
- _____ Extension Cords
- _____ Carts
- _____ Screen
- _____ Microphone
- _____ All items have been tested in the room in which they will be used. (This also provides for testing the outlets, room lighting, furniture arrangement and sound control.)
- _____ Person responsible for setting up the equipment
- _____

WORK SHEET SAMPLE - C (cont.)

Registration:

- _____ Fees, if charged (Change must be provided)
- _____ Sign in sheet (Provides a list of participants for future communications.)
- _____ Name Tags
- _____ Pens
- _____ Person taking registrations

Resources: _____
(If materials are borrowed or rented, information must be kept to plan for the return.)

- _____ Materials needed for selected activities. (Type and number needed.)

(duplicated, purchased, produced, borrowed, rented)

- _____ Pens, pencils, other tools
- _____ Scissors, tape, etc.
- _____ Notebooks or folders for participants
- _____ Printed agendas for participants
- _____ Directional signs
- _____ Posters or other graphics
- _____ Person responsible for setting up the resources

Refreshments:

- _____ Coffee, (sugar and cream) cokes or other beverages
- _____ Cups (hot and cold)
- _____ Napkins
- _____ Spoons
- _____ Coffee Pot
- _____ Donuts, rolls, etc.
- _____ Trash container
- _____ Person in charge of setting up refreshments

WORK SHEET SAMPLE - C (cont.)

Miscellaneous:

- ☐ Typewriter available on site
- ☐ Duplicating facilities available on site
- ☐ Arrangements for messages and announcements to prevent disruption.
- ☐ Transportation arranged
- ☐ Room reservations for Trainer
- ☐ Meal Arrangements

Following completion of inservice program:

Communications:

Letter of recognition (thanks, award, etc.)

- ☐ To administrators
- ☐ To contact person
- ☐ To library media specialists
- ☐ To participants

Final Report (analysis of accomplishment and future needs)

- ☐ To administrators
- ☐ To contact person
- ☐ To library media specialists
- ☐ To participants

Facilities: (The responsibility for clean-up or rearrangement of furniture must be clarified beforehand. If this responsibility is assumed under the Director's duties, it must be completed.)

Equipment: (The responsibility for return of the equipment used must be clarified beforehand. If this responsibility is assumed under the Director's duties, it must be completed. If some problem with the equipment has been encountered, this should be reported.)

Registration: (Counting and disposal of money, if any was collected must be completed.)

- ☐ Accounting of money
- ☐ List of participants filed

WORK SHEET SAMPLE - C (cont.)

Resources:

- ☐ Return of borrowed material
- ☐ Return of rented material
- ☐ Storage of surplus (or other disposal)

Refreshments:

- ☐ Clean-up
- ☐ Equipment returned
- ☐ Disposal of surplus

Miscellaneous:

- ☐ Bills posted
- ☐ Bills paid
- ☐ Program evaluations analyzed
- ☐ Final report written

The Director and Trainer
will accomplish these
duties cooperatively.

TAKE NOTHING FOR GRANTED, CHECK AND DOUBLE-CHECK.
IT PAYS TO BE ORGANIZED.

SUMMARY

Efficient planning, organizing, managing and evaluating facilitates the effective implementation of the program increasing the possibility of gaining the desired outcomes. The Director, as the supervising manager of the program, should be responsible for the Trainer. Constructive feedback and support from the Director, creates a positive attitude on the part of the Trainer which contributes to the program's success. To better understand the cooperative administration of the inservice program (and because the Director and Trainer might well be the same person) the Director should read the Trainer's Section.

TIPS FOR SUCCESS

1. REMEMBER TO INVOLVE KEY PERSONNEL IN THE PLANNING.
2. SELECT THE PROPER TRAINER.
3. GIVE THOUGHTFUL DELIBERATION TO THE ANALYSIS OF NEEDS.
4. SELECT THE APPROPRIATE ACTIVITIES.
5. INCIDENTAL RESULTS ARE AS IMPORTANT AS DESIRED RESULTS IF THEY ARE BENEFICIAL.
6. AVOID ALLOWING "PERSONALITIES" TO INTERFERE WITH THE TRAINING.
7. FOCUS ON THE IDENTIFIED NEEDS.
8. AVOID ADDRESSING TOO MANY NEEDS IN ONE INSERVICE PROGRAM.
9. PROVIDE FOR CONTINUED LEARNING AFTER THE INSERVICE.
10. PROVIDE FOR IMMEDIATE APPLICABILITY OF SKILLS LEARNED.
11. AVOID MISCALCULATING TIME AND ATTENTION SPAN.
12. AVOID VIOLATION OF THE ORGANIZATION'S STRUCTURE OR MODE OF OPERATION.
13. REMEMBER YOU CAN'T TEACH THOSE WHO ARE UNWILLING TO LEARN.
14. INSERVICE DOES NOT SUBSTITUTE FOR POORLY SELECTED EMPLOYEES.
15. REMEMBER CLEAR COMMUNICATION TO ALL CONCERNED IS ESSENTIAL.
16. PLAN. IF YOU DON'T CARE WHERE YOU'RE GOING, ANY ROAD WILL TAKE YOU THERE.

TRAINER'S SECTION

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TRAINER'S SECTION

INTRODUCTION

This section is addressed to the person who will be conducting the inservice training, the Trainer. This person could be a state library media coordinator, a school district library media coordinator, a library media specialist in a school district, a member of a library media professional organization or a professional library media consultant. Because the Trainer's skills and abilities contribute immensely to the success or failure of the program, this topic has been included in this section.

The purpose of this section is to give you, the Trainer, helpful information that will assist you in carrying out a successful inservice program. The suggestions given here are procedures that have proven to be useful and practical. Use what you feel will help you, any or all of it. A procedure for prescriptive planning is explained to show how an inservice program can be personalized for a specific school district. Helpful hints and reminders have been included. However, these suggestions given are just that, suggestions. It is not meant to be comprehensive. The techniques recommended are some that were tried and found to be effective. In library media, as in many other education areas, there is more than one good way to accomplish an aim. Therefore, there is no contention that these are the best techniques, only that these are good techniques that work well. Do not be afraid to be creative and innovative. Try out your own ideas. Expand, change or modify any of the ideas presented here. Perhaps the material provided in this manual will serve to trigger your creativity.

A model for inservice training using prescriptive planning is included to give you a visual account of the procedure. It should help you see how each component contributes to the total process.

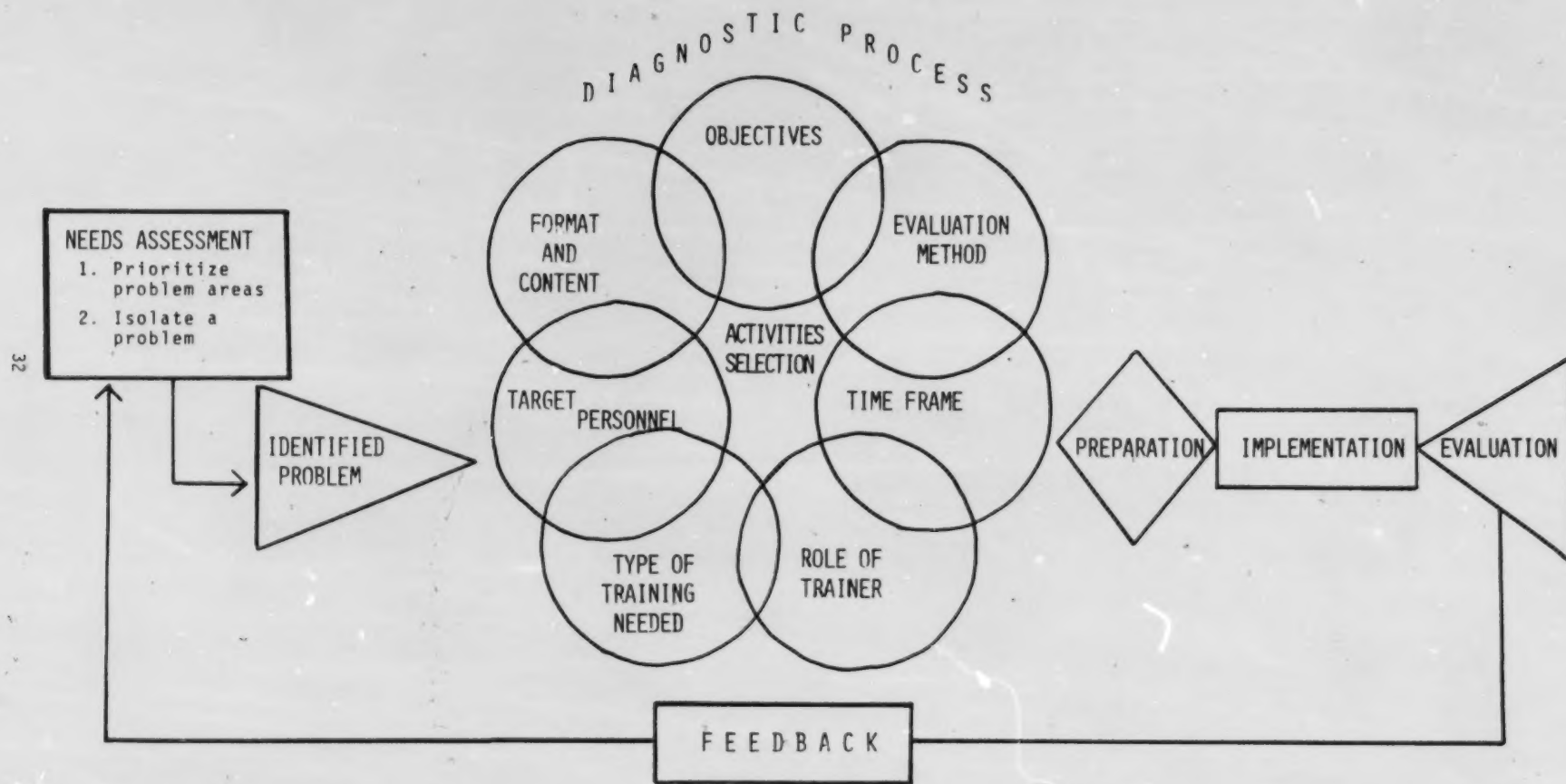
A needs assessment should be conducted for the school(s) and/or districts to be served. From the data gathered through this assessment, problems are identified and prioritized. When the problem or problems to be addressed by

the inservice have been selected, the diagnostic process begins. The elements which contribute to the selection of the activity/activities are interdependent and must be considered singularly and collectively. These are target personnel, type of training needed, role of Trainer, time frame, format and content, objectives, and evaluation method.

Once the activity or activities have been selected, preparations for the inservice must be made, such as physical arrangements, a time schedule, communications, etc. Implementation can then proceed. Evaluation, both on-going and terminal, can provide feedback either to modify or change the activities during implementation or assist in identifying new problems to be considered.

MODEL FOR INSERVICE TRAINING

USING PRESCRIPTIVE PLANNING



PURPOSES OF INSERVICE

Inservice training in library media should be designed to contribute to the improvement of the library media programs through activities that will foster increased or better service to the staff and students.

Reasons for conducting an inservice can include:

1. To update procedures
2. To fill educational deficiencies
3. To illicit change
4. For continuous improvement
5. To create unity in the educational staff
6. To teach new skills

For inservice training to be effective, the participants must be prepared for change. They must see the need for the inservice and it must fulfill their needs. The program should give the learners new knowledge or skills that can be applied to the job, making it easier, more efficient and more effective. The learners must be taken from their awareness and skill level to an increased level of knowledge and understanding. A successful program requires clear purposes, meaningful activities directed toward solving identified problems, involvement of the participants, and an open emotional climate. The educational background and expectations of the participants should determine the goals of the program, therefore, the participants should be involved in the planning. This places on the learners, the responsibility for the direction of their own learning. The program should be geared to their needs, consequently, no two programs will be exactly alike. However, the activities in this manual should provide a basic collection which can be modified or adapted to fit various needs.

TRAINER SKILLS

In order to further the success of the program, trust and credibility must be established at the onset, whether working with an individual or a group. The Trainer will be considered the authority and so must display confidence in his/her expertise. Because of the leadership role, the Trainer should possess these skills or qualities: listening, empathy, flexibility, self-confidence, objectivity, communication, analytic and diagnostic thinking, and good timing. The Trainer will be considered both an expert and a colleague. As an "expert", the Trainer will be expected to have the answers or know where to find them. His/her ability to be objective will give the participants a new and fresh approach to their problems. The Trainer will be helping them not only to see the "forest" but to identify and label the "trees". The Trainer must be confident and competent in the role of "expert".

As a colleague the Trainer will be expected to understand their problems, possibly because he/she has "been there". Experience will be very helpful in this role. As a member of the profession, he/she will be able to speak their language and work within the system. In this role, the Trainer should be considered "one of us".

In either case, insider or outsider, and in both roles, expert or colleague, the Trainer must be genuine and credible. This is extremely important.

If the Trainer is from outside the system, power plays and other games can be avoided. However, acceptance may be more difficult. If the Trainer is from within the organization, knowledge of the system and the way it operates will be helpful. However, objectivity may be lacking and past experiences with the participants may interfere with the ability to be an effective change agent.

The Trainer should have practice in making (on the spot) decisions and following up on the consequences of these decisions. Interpersonal skills are also required for effective communication, problem-solving, troubleshooting and group dynamics. These will enhance the Trainer's ability to establish effective working relationships by fostering behavioral and attitudinal changes.

Attitudinal assessment can be achieved by the Trainer either directly or indirectly. The Trainer can gain an awareness of attitude directly through observation of behavior or group relationships or by listening to what is said or not said.

Indirectly, attitude can be displayed by monitoring the program in terms of accomplishments, funding, organizational structure, leadership, etc.

In group work, the Trainer should strive to achieve group unity and rapport as early as possible. Each participant should be made to feel a part of the group working toward the same aim. The Trainer's responsibility is to get the discussion started, to facilitate the promotion of ideas, to moderate any ensuing confrontations, and to steer the group toward the identification of possible solutions. The size of the group will affect the Trainer's role, since the greater the number of participants, the more diverse the needs, awareness, readiness, and skills levels, and human dynamics.

PREPARATION FOR THE TRAINER

When preparing for inservice, the Trainer should follow these steps:

1. Establish an overall time frame.

Decide how much time will be needed for the program from inception to completion, step by step. Plan the schedule so that you, the Trainer, have sufficient time to handle the program comfortably.

2. Make an initial visit.

Survey the situation, observing behavior, organizational structure, skills, etc. A contact person should be appointed or selected who will work with you in making necessary arrangements and disseminating information.

3. Conduct needs assessment. (Can be accomplished during initial visit)

At this time, try to discover what the training needs are, who needs the training, the educational level and experience of the target personnel, and what they want to learn or accomplish.

4. Analyze the data.

Look at the information gathered and diagnose it in terms of type of training needed, role of trainer, results desired, alternative activities, constraints, and suitable methods of evaluation.

5. Initiate prescriptive planning.

Select the appropriate activities for the size of the group to meet the needs and objectives in order to attain the desired improvement. Plan the sessions, length and format, for sequential growth. Consider what is feasible in the allotted time frame. Remember the participants have their daily tasks to perform. Don't try to cover too much in too short a time span. Give careful attention to resources and materials. Mediate if possible. Consider carefully what will transpire. Organize and Plan, Plan, PLAN!!!

6. Modify the activities if necessary.

Plan the activities to fit the particular needs of the persons involved. Change, substitute, add or delete to make the program meaningful and practical.

7. Make the necessary arrangements.

Plan for facilities to suit the size of the group and the activity, keeping in mind the comfort of the participants, lighting, noise level, sound, room and furniture arrangement, etc. If audiovisual materials are to be used, arrange for the necessary equipment. If a social or refreshment time is included, take care of the details. Prepare and have ready the required materials.

8. Provide adequate communication.

Announce the dates, time and place well in advance. Be sure everyone involved receives the information. The participants should know the purpose and objectives of the inservice and have a clear understanding of what will take place. They should also know what will be expected of them and if any advanced preparation is needed. This information can be disseminated through the contact person.

9. Implement the program.

Provide for a getting-acquainted or warm-up activity. This may be a refreshment time or a game. Be prepared and organized. Be ready to change plans in midstream if necessary, for instance, if the projector doesn't work. Evaluate as you go along. Recognize problems if they arise. Give the participants encouragement and reinforcement, but don't overdo. Above all else, strive to maintain the announced time schedule.

10. Follow through with an evaluation.

Evaluate continuously. Obtain feedback from the

participants formally or informally at the end of the sessions. Use the feedback to improve the program.

Remember: PLAN, ORGANIZE and MAINTAIN THE TIME SCHEDULE!!

POOR PLANNING can result in:

poor results
dissatisfaction among
participants
higher costs
misunderstanding
confusion
frustration
bad feelings

GOOD PLANNING can result in:

better cooperation
effective control of the
situation
easier communication
effectiveness
more economical use of
time and resources
tendency toward improvement
goal achievement

PLAN, PLAN, PLAN

GUIDELINES FOR PRESCRIPTIVE PLANNING

These questions will aid in identifying what type of change is needed and what type of program to implement:

1. What is the problem? (no materials selection policy, print and nonprint segregated, no budget, too many outside responsibilities for the library media specialist, resources not centralized, etc.)
2. Who identified the problem? (identified by the library media specialist, by the administrators, by the teachers, by all these groups, by the Trainer, other)
3. How was the problem identified? (through a survey, a checklist, an interview, observation of behavior, procedures or organizational structure, other)
4. What is causing the problem? (lack of skills, antiquated procedures, lack of awareness, no communication, lack of guidelines, traditional thinking, etc.)
5. Who or what is contributing to the problem? (administration, teachers, library media staff, all of these, students, parents or other persons, lack of time or funds)
6. What are some possible solutions? (conference with appropriate groups, workshop, on-the-job teaching, demonstration, laboratory, brainstorming, lists of resources, other)
7. What type of change is needed? (skills training, behavioral change, development of Procedural Manual)
8. What role is required of Trainer? (teacher, resource person, facilitator, moderator, negotiator, trainer, presenter, etc.)
9. What resources are available? (unlimited funds, learning labs, district film center, regional resource center, etc.)
10. When and where will the program take place? (before, during, or after school, length of time, on site, regional, other)
11. How will improvement be determined? (observation, interview, records, reports, questionnaires, etc.)

NEEDS ASSESSMENT

Since staff development and improvement is a dynamic process, the procedure of needs assessment, problem identification, inservice selection and implementation, and evaluation should be continuous. For a personalized program, the participants should be involved in assessing their needs and establishing their objectives. Individualized programs take the participants from where they are to where they want to go. Prescriptive planning provides for a personalized program that should be a mix of individualized learning, self-instruction and group activities. The variety of techniques are chosen to suit the identified needs and the participant's learning styles. Evaluation should provide the necessary feedback for continuous improvement.

The inservice training should be based on the identified needs or problems of the school being served. Therefore, the needs assessment should provide for:

1. Identification of library media program components of a high quality program and comparison of these to the school's library media program.
2. Comparison of the school's library media program to state, regional and national standards.
3. Analysis and evaluation of the school's current library media program and its effectiveness.
4. Establishment of priorities of the library media services offered at the school.

The data could be gathered through a variety of techniques: surveys, checklists, interview, or a participative activity as part of the inservice program. (For examples see Long Range Planning Module)

The needs assessment can be conducted by the library media specialist, the library media specialist and the Trainer or by the library media specialist and other faculty members, including the principal and/or students, patrons and others. The latter provides for an in-depth assessment of not only collection but also of service.

From the information gathered, several identifiable problems should have emerged. These should be prioritized so the most important ones can be

addressed first. The decision is made at this time as to which problem or problems will be the focus of the inservice.

The needs assessment process must be taken into account in establishing an inservice program time-line. Time should be allowed for the following steps: (a) time for decision on method of information-gathering, (b) time for processing of the data so that needs or problems are discerned, (c) time between the assessment and the implementation of the program for diagnostic and prescriptive procedures (at least one week).

PRIORITIZING PROBLEMS

In selecting a problem or problems on which to concentrate the inservice, the following analysis could be used.

1. Which problem is most glaring?
What problem can produce the most effective change?
Look at the facts.
See what the users say.
Can it be solved through training?
2. How is the process being done now?
What is being done?
Who does it?
What is used?
Look at the total process.
3. How can it be improved?
Look for inefficiency (cost and time).
Question each element.
Can it be simplified?
Can available staff, procedures, or resources be shifted, modified, recycled or rearranged?
Look for new methods.
4. How does this problem affect the total library media program?
Efficiency
Effectiveness (services, cost, time)
Morale
Credibility
Public Relations

DIAGNOSTIC PROCESS

From the data gleaned through the needs assessment, several problems should have been discerned and prioritized. Each problem should be considered separately and taken through the diagnostic process individually.

The diagnostic process is essential to the activity selection process. It is mostly at this stage that prescriptive planning allows for a personalized training program. Each component of the diagnostic process must be considered separately and collectively since all of the components interplay on each other and can act as reinforcers or as constraints.

In this section, each component will be considered and explained separately. However, in reading the sub-section on each component, keep in mind their interdependency.

Target Personnel

One very important decision is who is requiring the inservice. Consider who is most concerned and involved with the problem and who can contribute to its solution. The state of mind of the participants is important. The emotional climate will depend on whether participation is voluntary or required. The participant's needs and background and their position will affect the training. When the group being served has a common base, the learners can be taken from that point to an improved state. If the group consists of personnel in different positions (library media specialists, principals, superintendents, patrons, etc.) a common base must be established.

The individual's purpose for the inservice will have a bearing on the training. Techniques used in training will vary according to the purpose; i.e. increasing skills, learning problem-solving processes, or learning how to train others.

In working with administrators, the Trainer is attempting to increase an awareness of high quality library media programs, to create an understanding of the library media specialist's role and to further the cooperation between the library media staff and their superiors.

In working with the teaching staff, the Trainer is striving to increase knowledge of techniques in using library media resources in teaching, to

foster communication and cooperation between the library media staff and the faculty, and to heighten understanding of the library media specialist's role in the teaching program and the teacher's role in the library media program.

With the library media staff, the Trainer is trying to encourage improved service to staff and students, to generate enthusiasm, to sharpen analytic and critical skills in evaluating their program, to produce ideas for improvement, and to reinforce awareness of their role as a member of the instructional team.

Type of Training Needed

Taking into consideration the problem to be solved, the type of assistance or training needed must be ascertained. The Trainer must decide what type of inservice activities will accomplish the desired change. In order to determine the type of training needed, the problem must be analyzed.

Is the problem:

1. Task-centered--a task must be accomplished?
2. Idea-centered--concept must be clarified?
3. Problem-centered--methods of identifying, clarifying and solving problems are needed?
4. Production-centered--certain materials must be prepared?
5. Skill-centered--skills must be taught?
6. Policy-centered--guidelines must be formulated?
7. Appreciation-centered--awareness must be created?
8. Communication-centered--communication lines must be established or increased?

Once the problem has been analyzed, the Trainer can categorize it into the type of training needed; skills development, behavioral change or the development of a procedural manual.

Skills Development	Behavioral Change	Development of a Procedural Manual
Task-centered Idea-centered Skill-centered	Idea-centered Problem-centered Policy-centered Appreciation-centered Communication-centered	Task-centered Idea-centered Problem-centered Production-centered Policy-centered Communication-centered

The Trainer, must then decide whether the problem can be solved through skills development, behavioral change, or the development of a procedural manual.

Within the skills development area, the Trainer will be teaching or reinforcing methods of improving efficiency and effectiveness. It should assist the library media specialist to develop simpler or more expedient ways of administering, organizing, and circulating the resources. In this category, such procedures would be included as maintaining a shelf-list, alternative procedures for cataloging and circulating AV materials and equipment, different systems of maintaining appropriate records, cataloging and organizing paperbacks, etc. The teaching skills could also include working with the teaching staff in developing proficiency in the use of AV equipment or strengthening their library research skills.

When the problem which has emerged indicates that a behavioral change is needed, the Trainer must try to create an awareness or open communications among the groups concerned with the problem. This requires astute and objective observations on the part of the Trainer who must present new techniques for group interaction and must remain neutral and noncontroversial. Such problems as a budget request for the library media program when none has existed, clerical staff for an overworked library media specialist, redirection and understanding of the library media specialist's responsibilities, and the securing of additional work time for the library media specialist, require behavioral change on the part of both the library media specialist and the

administrator. In this situation, the Trainer is striving for communication, understanding, heightened awareness and cooperation.

In some cases, the improvement in library media service can be achieved through the development of some type of procedural manual. This could include the formulation of a materials selection policy, a revision of the Teacher's and Student's Handbooks, the writing of a Technical Processes Procedural Handbook, or the development of a Student Library Media Aide's Handbook. The Trainer would assist by providing information and guidelines, and also directing the effort.

IDENTIFIED PROBLEM	SKILLS DEVELOPMENT	BEHAVIORAL CHANGE	DEVELOPMENT OF A PROCEDURAL MANUAL
	Teaching or upgrading of a competency	Alteration of existing atti- tudes through awareness and communication	Transmission of information or monitoring the process
Centralizing a collection	X	X	
Materials Selection Policy		X	X
Reorganizing card catalog	X		
Developing motivational activities		X	X
Technical Processes Procedural Manual			X
Library Media Aide Handbook			X
Volunteer Adult Handbook			X
Long Range Planning		X	X
Use of library media resources in teaching	X	X	
Budgeting and record keeping	X		X

Role of the Trainer

At this point, the Trainer should give thought to which specific role must be assumed so that a workable solution might be achieved. Then the role appropriate to the situation must be selected.

TRAINER ROLES

SKILLS DEVELOPMENT

BEHAVIORAL CHANGE

DEVELOPMENT OF PROCEDURAL MANUAL

RESOURCE PERSON

ANALYST

FACILITATOR

TRAINER

FACILITATOR

NEGOTIATOR

INSTRUCTOR

NEGOTIATOR

RESOURCE PERSON

EXPERT

CLARIFIER

TRAINER

DEMONSTRATOR

EXPERT

ADVISOR

MANAGER

DEMONSTRATOR

INSTRUCTOR

EVALUATOR

ADVOCATE

EXPERT

DIAGNOSTICIAN

EVALUATOR

EVALUATOR

PRESENTOR

OBSERVER

DESIGNER

COMMUNICATOR

COUNSELOR

OBSERVER

DATA COLLECTOR

PRESENTOR

COMMUNICATOR

COMMUNICATOR

Time Frame

Before selecting the format and content of the training, the time element must be surveyed. The following questions must be resolved:

1. When will the inservice take place?

Time of Year--Try to avoid the first two weeks of school, holiday weeks, end of semester week and the last month of school.

Length--Establish a time line using the identified needs, type of training, number of school sites, target personnel, available time, etc. An in-depth inservice requires 3 days to 2 weeks. Three to five days is adequate for most situations.

Time of Day--Discuss this with the superintendent. If possible, obtain a commitment to release time for the target personnel. This brings the best results.

If released time is provided, substitutes, student teachers, patrons, planning periods, or school dismissals can be used. The on-duty time before and after school can also be used, however, after school is not very effective. If evenings or Saturdays are used, the participants must be compensated in some way, monetary, inservice points, college credit, etc. The inservice time might be part of another meeting. Avoid this if possible. It clouds the focus of the inservice.

2. How will the allotted time be used?

Type of activity--workshop, lecture, demonstration, etc. (See Formats for Inservice Sessions) Match suitable activity to the time frame. Vary the type of activities and training techniques for higher productivity.

Number of sessions--Each session should focus on the formulated objectives. One session could cover several related topics or if time allows, several sessions could be used, one for each topic. In deciding the number of sessions, remember not to crowd too many diverse ideas into one sitting nor to devote too much time to a limited topic. Strive to avoid boredom.

Sequence of Sessions--Whether the sessions will be conducted consecutively will have a bearing on the planning of the program. Inservice sessions could take place on succeeding days, on a specified day once a week, once a month for the school year, or other varied time allotments. Consecutive sessions allow for continuity. If the sessions do not take place in a consecutive manner, then a concept must be covered during each session as there will be little carry-over.

Format and Content

Another component of the diagnostic process is the format and content of the activity. The format must suit the target personnel, the time frame and the type of training needed. The content will be dependent on the objectives. The format and content are interrelated since some formats lend themselves better to one type of training than to another. The chart, FORMATS FOR INSERVICE SESSIONS will be helpful. The format should be varied to keep the sessions interesting.

The Trainer can search through the activities section of this manual under the appropriate cluster to select a specific activity or activities that appear workable giving consideration to choosing the one which comes closest to fitting the need. If change or revision is needed to make the

activity more suitable, this must be done taking into account the other pertinent factors that apply; target personnel, time frame, etc. A list of materials, resources, equipment and facility should be made. If materials or resources must be produced, printed or ordered, then these details should be discharged. It may be that the activity selected can not be used because of unavailable materials or inappropriate facilities.

FORMATS FOR INSERVICE SESSIONS

PRESENTATIONS

LECTURE
PANEL
SKIT
INTERVIEW

DEMONSTRATION
DEBATE
ROLE PLAY
SIMULATION

GROUP ACTIVITIES

DISCUSSION
ROLE PLAY
SIMULATION
LABORATORY
CLINIC

GAMES
MINI-SESSIONS
BRAINSTROMING
CASE STUDY
FIELD ACTIVITY

INDIVIDUAL ACTIVITY

SELF-INSTRUCTION
PROGRAMMED INSTRUCTION
VIDEO-TAPES
PRACTICE EXERCISE
ACTION MAZE

CASSETTES
CONTRACT LEARNING
LABORATORY
IN-BASKET ACTIVITY
DRILL

AUDIO-VISUAL PRESENTATIONS

VIDEO-TAPE
8MM CASSETTE
SLIDE-TAPE
SOUND FILMSTRIPS
16MM FILMS

TELEVISION
TRANSPARENCIES
FLOW CHARTS
EXHIBITS

Objectives

Attainable objectives must be developed for each problem. These will give the Trainer and the participants a direction toward the desired results. The objectives should be practical and measurable. They should state what will result from the inservice and who or what percentage of the learners will achieve a specified skill or task. In writing the objectives, such words as these can be used: show, demonstrate, state, accomplish, write, decide, tell, do, etc.

EXAMPLE:

Objective: The library media staff will demonstrate skills in conducting an inventory by going through the process with the Trainer.

Objective: The library media staff and a selected committee of teachers will write a Materials Selection Policy to be presented to the school district's administrators.

Remember, the objectives will be influenced by the target personnel, type of training, etc.

Evaluation Method

The method of evaluation should be thought of as part of the activity selection process--the evaluation technique must compliment the activity. These techniques could be formal or informal. The feedback could result from conversations or observations. Evaluative information could also be obtained in a more formal manner through checklists, record logs, etc. The data obtained should be used to improve the activity or the total program. This feedback could have a bearing on one or any combination of the components in the diagnostic process.

PREPARATIONS FOR INSERVICE

1. Plan the program schedule.
2. Develop an agenda.
3. Communicate with personnel.
4. Make all necessary arrangements.
5. Assemble all materials and resources.
6. Double check.

Program Schedule

When the planning stage is completed and the inservice program has begun to take shape, the Trainer should sit down and write a program schedule which will be followed. This step by step list should be kept handy. It should outline the responsibilities of the Trainer:

Sample Program Sequence

1. Mail or deliver the agenda to the contact person.
2. Communicate any necessary information to the target personnel and others involved either directly or through the contact person. Let them know when you will arrive, how long you will be available, if you will have free time for individual consultation, etc. Tell the contact person what you need (facilities, equipment, etc.) and if they will be held responsible for any arrangements and what these are.
3. Secure final commitment from the administrator for all details; facilities, time, schedule, target personnel, etc.
4. Check over your list of arrangements and either take care of these yourself or assign them to the contact person or other helper.
5. Gather all the necessary materials, resources, or equipment that you will need. It is always wise to carry some extras. If you are taking your own equipment, be sure to carry extra bulbs and an extension cord. Count out and pack these materials in the order that you will need them. Make prior arrangements for acquiring more materials on short notice if needed. Be prepared with alternate activities if they should be needed, i.e., if a planned activity took less time than the time allotted or if last minute changes in physical arrangements cause a problem in implementing the planned activity.
6. Carefully double check each item on the arrangements list to see if everything has been organized. Practice your presentation, demonstration, etc. to time yourself and to permit changes or modifications to be made. There is no such thing as too much planning!

Agenda

An agenda for the total inservice program should be prepared and disseminated to the persons involved with the program. The agenda should list activities, Trainer, and other resource personnel, dates, times and places. The agenda should be followed as closely as possible. Any changes should be communicated to everyone concerned.

Sample Agenda

Library Media Inservice Training
Program for Mudville Schools
October 24 - 26, 197-

LONG RANGE PLANNING

First Day October 24

- | | |
|---------------|--|
| 8:30 - 9:30 | Conference with Library Media Specialist and tour of Library Media Center - Mudville Elementary School |
| 9:45 - 10:45 | Conference with Library Media Specialist and tour of Library Media Center - Mudville Jr. High School |
| 11:00 - 12:00 | Conference with Library Media Specialist and tour of Library Media Center - Mudville High School |
| 12:00 - 1:00 | LUNCH |

AFTERNOON SESSION

for all Teachers, Library Media Specialists
and Principals

MUDVILLE HIGH SCHOOL LIBRARY MEDIA CENTER

- | | |
|-------------|---|
| 1:00 - 1:15 | Introduction--Mr. I. M. Mudd, Superintendent
Opening Remarks--Ms. Jane Jones, Library Media
Inservice Training Specialist |
| 1:15 - 2:00 | Sound Filmstrip
"Role of the Library Media Center in the Instructional
Program" |
| 2:00 - 2:30 | Reactions to Sound Filmstrip
Small Group Discussions |
| 2:30 - 3:00 | Debriefing--Large Group
Overview of Inservice Program |

Second Day October 25

MORNING SESSION

for Jr. High Teachers, Library Media Specialists
and Principal

8:30 - 9:45

Needs Assessment Activity
GOALS GAME

*(Trainer compiles data on Profile Sheet)

AFTERNOON SESSION

for Elementary Teachers, Library Media Specialists
and Principal

1:00 - 2:15

Needs Assessment Activity
GOALS GAME

*(Trainer compiles data on Profile Sheet)

Third Day October 26

MORNING SESSION

for High School Teachers, Library Media Specialists
and Principal

8:30 - 9:45

Needs Assessment Activity
GOALS GAME

*(Trainer compiles data on Profile Sheet and
make copies of Profile Sheets for Afternoon
Participants)

12:00 - 1:00

LUNCH

AFTERNOON SESSION

for Superintendent, Principals, and
Library Media Specialists

BOARD OF EDUCATION CONFERENCE ROOM

1:00 - 2:00

Long Range Planning
Step I - Analysis of Needs Assessment

BREAK

2:15 - 3:30

Long Range Planning
Step II - Development of a Plan

3:30 - 3:45

Wrap-up (Debriefing)

Communications

It is essential to finalize the plans for the inservice with the top administrator. It is preferable to do this in person, however, it could be taken care of by phone or letter allowing time for feedback. It is also helpful to have the contact person present when this is done. The agenda can be reviewed at this time and the arrangements can be completed. Decisions concerning the place where the inservice is to be held should also be made at this time. Usually it is good to hold the inservice in the school's library media center in order to expose the participants to that environment and to allow them to use the resources. However, some activities do not lend themselves to this facility. A conference room at the school site or in the Board of Education might be preferable. It is best to avoid using the auditorium or cafeteria. Commitment and support for the program should be re-emphasized. Any changes or modifications resulting from this meeting should be incorporated into the inservice program. Everyone should be aware of the objectives, the problems to be addressed, the activities, and the participants' responsibility to the program.

When the agenda has been approved, it is ready to be printed and distributed to the participants. The contact person could take care of the distribution. He/she should have a clear understanding of the program and what will take place. The objectives and desired results should be clarified and the method of evaluation should be delineated. If the contact person is to be responsible for any of the arrangements, this should be discussed and defined.

A news release for the local newspapers could be one of the contact person's responsibilities. Another responsibility could be refreshments, if this activity is planned.

SAMPLE

NEWS RELEASE

MUDVILLE PUBLIC SCHOOLS
I. M. MUDD, SUPERINTENDENT
4500 Dust Street
Mudville, USA 00000

FOR RELEASE: _____ (Date) _____

CONTACT PERSON: _____

MUDVILLE, USA 00000

The staff from (name of district) schools will be involved in a (length) day Inservice Program in Library Media on (date). The personalized program is designed to assist school personnel in improving the library media programs and will be conducted by (name of trainer), (title), from (place of employment). The emphasis of the inservice will be to further develop skills and to increase the effectiveness of the library media programs through concentration on (identified needs). The program will be individualized by addressing the school's specific problems and working toward possible solutions.

The inservice will be conducted during the pre-school work week.

-or-

Classes will be dismissed (day) and (day) in order to allow the teaching staff to participate in the inservice program.

-or-

Released time is being provided for the teachers so they may participate in the inservice program.

Arrangements

The Trainer should confer with the contact person regarding the type of facility needed for the training. The size of the room, sound level, furniture arrangement, etc., should be discussed. If tables are needed this should be stipulated. The arrangement should promote ease of breaking into small groups if this is part of the activity. If a microphone is needed, this should be stated. (It is best not to have to use one.) When audiovisual materials are used, it must be determined if the school can supply the necessary equipment or whether the Trainer will have to provide it. The room must also be examined for proper viewing, electrical outlets, etc. Restroom areas should be identified and this information should be related to the participants at the beginning of the inservice sessions. If the sessions run all day, lunch provisions should also be related.

Prepare a list of necessary arrangements that may be checked off as they are done, such as:

1. Facility

Size, sound level, furniture arrangement, etc.

2. Restrooms

3. Lunch arrangements

4. Equipment

Microphone, AV equipment, projection table, screen, extra bulbs, extension cords, etc. Check to see if the equipment works!

5. Refreshments

6. Materials

Materials and Resources

The Trainer should make a list of the materials, resources and equipment needed for the planned activities. On this list, it should be indicated whether the materials must be made, ordered, printed, counted out, etc. (Extras should be included for emergencies or extra participants.) The Trainer should also note who will be responsible for securing the materials and equipment and for making sure they are available at the proper time.

He/she should check off the list as items are ready. The materials (hand-outs, transparencies, filmstrips, games, etc.) are then placed in the order that they will be used, to facilitate an easy flow to the inservice session and keep the program on schedule.

NOW

It is time to go back and double-check all the preparations. Has something been forgotten? It should be taken care of immediately or added to the list. Then the list should be looked at again!!

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IMPLEMENTATION

LAST MINUTE CHECK

HAS EVERYONE BEEN NOTIFIED?

DOES THE TARGET PERSONNEL KNOW WHEN, WHERE
AND WHAT?

DO YOU HAVE A SCHEDULE?

WHAT HAS TO BE DONE BY WHEN?

ARE YOU CLEAR AS TO WHAT YOU ARE DOING?

IMPORTANT STEPS?
SPECIFIC KEY FACTORS?

IS EVERYTHING READY?

FACILITIES?
MATERIALS?
PARTICIPANTS?
YOU?

CHECK AGAIN !!

Establishing a Good Relationship

A healthy and responsive environment is a key to a successful inservice program. Here are some thoughts to help the Trainer:

Tell the participants what is expected of them.

Tell the participants how they are progressing.

Point out ways to improve.

Praise them when they do well.

• Tell the participants as soon as possible about any changes in the program.

If you can, tell them why there is a change.

Make the change as smooth as possible.

Help the participants grow.

Allow the participants to pace themselves.

Try not to hold them back.

Lead them on only when they are ready for new learning.

Allow them to use their ingenuity and creativity.

Each participant is different and unique.

Treat each one with dignity.

Troubleshooting

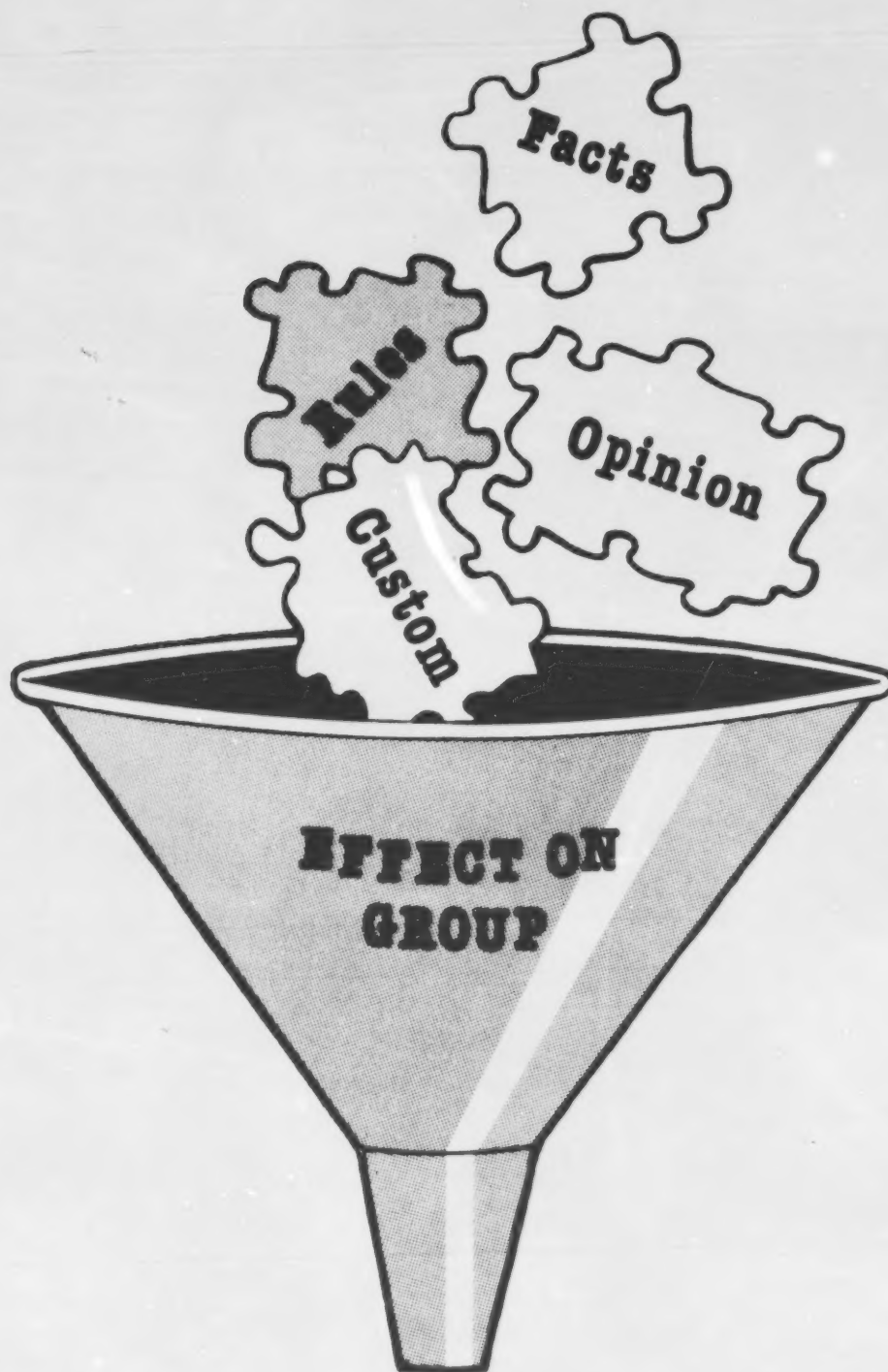
Problems will arise that are beyond the control of the Trainer. These should be handled courteously and diplomatically so as not to undo the good working relationship already established.

Signposts:

Facts: Distinguish among facts, opinion and feelings.

Rules and Tradition: Check what is customary procedure and how this situation is usually handled by the system.

Before making a decision be sure everything has been considered including the effect the decision will have on the group and on the inservice program. Before implementing your decision, check with the inservice program Director. Perhaps the Director should handle it. Remember timing is important. Avoid placing blame on anyone.



Consequences

?

TIPS TO THE TRAINER

1. STATE CLEARLY THE DESIRED OUTCOMES.
2. VARY THE TECHNIQUES AND ACTIVITIES.
3. RELATE THE OBJECTIVES TO EACH SESSION.
4. CLARIFY THE RELATIONSHIP OF EACH SESSION TO THE TOTAL PROGRAM AND THE LEARNING APPLICABILITY.
5. ESTABLISH AN OPEN RELATIONSHIP SEEKING INVOLVEMENT AND COMMITMENT.
6. STRESS THE ADVANTAGES AND USEFULNESS OF THE LEARNING TAKING PLACE.
7. EMPHASIZE THE DIMENSIONS OF THE PROGRAM - THE AIMS, TIME SCHEDULE, TASKS INVOLVED, ETC.
8. DELINEATE THE RELATIONSHIPS BETWEEN PROCESS AND APPLICATION MAKING IT RELEVANT AND INCREASING THE TRANSFER OF SKILLS FROM INSERVICE TO THE JOB.
9. WORK WITHIN THE ESTABLISHED SYSTEM CONSTANTLY EMPHASIZING SUPPORT.
10. DEVELOP LEADERSHIP ABILITIES IN THE PARTICIPANTS SO PROGRESS WILL CONTINUE.
11. STRESS THE VALUE OF FEEDBACK AND EVALUATION AS ELEMENTS OF GROWTH.
12. KEEP AN OPEN LINE OF COMMUNICATION TO CONTINUE AFTER THE INSERVICE.
13. BE CONFIDENT IN YOUR EXPERTISE RELYING ON STANDARDS AND GUIDELINES OF THE PROFESSION.
14. PLAN. BE ORGANIZED. COMMUNICATE.

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REMINDERS

TAKE INVENTORY.

PROCEED WITH CAUTION.

WATCH YOUR APPROACH.

HANDLE WITH CARE.

CHANGE ATTITUDES.

USE WHOMEVER YOU CAN TO PROMOTE LIBRARY MEDIA PROGRAMS.

KEEP COMMUNICATIONS OPEN.

MOVE THE MOST WHERE IT WILL BE MOST EFFECTIVE.

SHOW THEM.

EVALUATION

A program can be judged to be successful in so far as it achieves the goals that were set forth to be accomplished. Therefore, evaluation and process must coexist since they are integrally related. The evaluation process must be well thought out before the program is implemented.

Purpose of Evaluation

1. To assess the results obtained in relation to results desired.
2. To judge the value of each session to the total program.
3. To obtain feedback for revision, modification and decision making.
4. To appraise strengths and weaknesses in the design of the program.
5. To determine the worth of the program in relation to cost, time and effort.

Feedback

Feedback is essential to evaluation. Documentation is necessary for feedback to be useful. Performance records, tests, questionnaires, surveys, record logs, interviews, and observations are all techniques for feedback. In developing or using such techniques, basic information is sought.

Consider:

1. What were we trying to accomplish?
2. What resources (facilities, materials, personnel, time and cost) were necessary?
3. What were the limitations or constraints?
4. What methods did we have to use to effect the change?
5. What type of results did we achieve? Direct or indirect? Expected or incidental?
6. What were the strengths and weaknesses of the process used?
7. What was valuable?
8. What can be altered?

On-Going Evaluation

This feedback will be useful only if utilized. The input can and should be obtained at different stages of the program. On-going evaluation is diagnostic in nature. It provides the sign posts along the way. Implementation evaluation asks: How are we doing? Are we heading in the right direction? Are we assessing our audience correctly? Have we begun below or beyond the audience's level? Are we fulfilling the identified needs?

This type of evaluation takes place concurrently with implementation, therefore, must be subjective on the part of the Trainer. Observation of audience behavior, questions asked by the participants, or direct comments from the participants, can be used to assess the learning process.

An on-going evaluation can assist the Trainer in modifying or altering leadership techniques. The Trainer should critique group activity by reflecting on the following questions:

1. What are my general feelings about the group? (cohesive, antagonistic, open, trusting, etc.)
2. Was the group clear as to the purpose of the activity?
3. How well did they participate?
4. Was the discussion focused on the problem? Was it realistic and practical?
5. Did other needs emerge?
6. Did all members have the opportunity to voice their views?
7. Were there differences in feeling and opinions within the group that caused group dissension?
8. Did the group communicate or merely talk?
9. Did I foresee any major problems arising from the group activities?

On-going evaluation, in terms of activities as parts of the total program, can be more objective. The feedback can be secured more directly from the participants. This can be done at the end of each session, at the end of the day, or at the end of a total inservice session at one site. This evaluation is also diagnostic in that it provides input for reviewing the activities and their effectiveness, in addition to assessing adequacy of resources. It allows for modifications, changes or alterations, and enhances decisions concerning the design of the program in relation to different audiences.

Terminal Evaluation

Terminal evaluation takes place at the end of the total inservice program. The purposes are (a) to view the overall effort and judge its effectiveness, (b) to appraise the usefulness of the design and the execution plan, and (c) to serve as a basis for future planning. This type of evaluation can be long-ranged, criterion-based, or a comparison of desired and achieved outcomes.

Questions should be asked:

1. Did we achieve our aims?
2. Was our needs assessment adequate?
3. Were the needs met?
4. Was the communication adequate and clear?
5. Was it cost-effective in terms of time, effort, resources, etc.?
6. Were there visible changes in the identified problem areas?

(See sample Program Evaluation Form at the end of this section.)

SAMPLE EVALUATION FORM

LIBRARY MEDIA INSERVICE TRAINING PROGRAM

Evaluation

In order to properly assess this program, we would appreciate your candid comments.

1. Was the Library Media Inservice useful to your district? _____

Comments: _____

2. Did you attend the Administrator's Conference concerning the Library Media Inservice Training Program in December 19--? _____ Was the Conference useful? _____

Comments: _____

3. Were the purposes and goals of the Library Media Inservice clear to you? _____

Comments: _____

4. Prior to the Inservice, was there adequate communication from the State Department of Education concerning this inservice program? _____

Comments: _____

5. Prior to the Inservice, was there adequate communication within your district concerning the Library Media Inservice Training Program? _____

Comments: _____

6. Was the length of the Library Media Inservice sufficient to fulfill your district's needs? _____

Comments: _____

7. Did the activities of the Library Media Inservice address the identified needs of your district? _____

Comments: _____

8. As a result of the Library Media Inservice, are there any changes in your district's Library Media Programs that you propose to implement? _____

Comments: _____

9. Would you recommend the Library Media Inservice Training Program to other districts? _____

Comments: _____

10. Would similar inservice training programs in other curriculum areas be useful to your district? _____

Comments: _____

REMARKS:

☐

Superintendent

☐

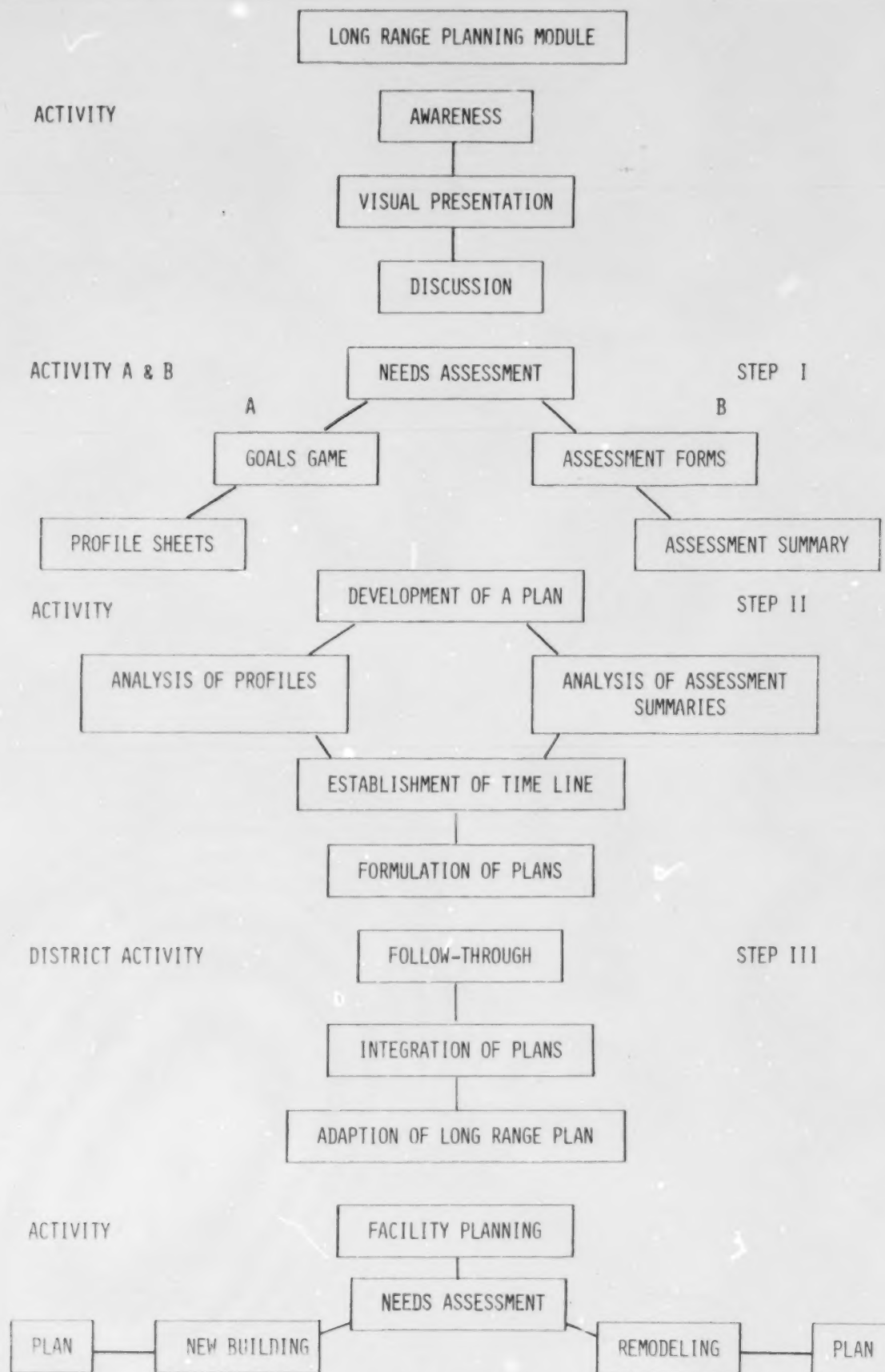
Principal

☐

Library Media Specialist

(PLEASE DO NOT
SIGN)

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LONG RANGE PLANNING

In order to develop an effective and meaningful library media program that will further the achievement of the educational goals of the school, it is necessary to establish a plan of action. The following sequential steps should be considered.

Evaluation of Present Program - A thorough assessment of the library media program would help to understand the present situation and would help to identify the program's needs. The present status of the library media program could then be compared to State, national and accreditation standards and to the established goals of the district.

Establishment of Goals and Objectives - Goals and objectives for the school's library media center should be cooperatively established in the areas of budgeting, staffing, facilities, resources and program. The program should include the philosophy and role of the center, the coordination of the program with the curriculum, the communication lines, and the educational climate necessary to enhance the program.

Establishment of Priorities - The assessment of the program should be examined cooperatively to identify the areas in need of improvement in order to set short range and long range goals.

Establishment of Policies and Procedures - Written policies should be developed cooperatively in the areas of selection, gifts, purchasing, scheduling, utilization, maintenance and reconsideration of materials. These policies should be consistent with the written philosophy of the library media program. Job descriptions for the library media center staff should be developed to establish the functions and responsibilities to be assumed by the personnel.

Activities for Implementation - Methods of providing for the achievement of the goals established should be developed. These could include scheduling procedures; record-keeping procedures in the areas of circulation, expenditures, utilization of the center, selection, collection of resources, and maintenance and repairs; production; inservice; public relations; facilities; budgeting; and curriculum.

Evaluation for Goal Accomplishment - An evaluation to determine the accomplishment of the established goals should be conducted. This could be on-going and at termination. Record keeping procedures and annual reports could be used

to aid in the evaluation.

Follow-through - A continuous on-going assessment of the long-range program should insure a progressive growth in the effectiveness of the library media program.

LONG RANGE PLANNING

AWARENESS

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE AWARENESS ACTIVITY INVOLVES CREATING A COMMON BASE OF KNOWLEDGE FOR UNDERSTANDING THE ROLE OF AN IDEAL LIBRARY MEDIA PROGRAM IN THE SCHOOL.

WHY

AWARENESS OF AN IDEAL LIBRARY MEDIA PROGRAM AND ITS COMPONENTS PROVIDES A MEASUREMENT STANDARD FOR IDENTIFYING STRENGTHS AND WEAKNESSES IN THE SCHOOL'S LIBRARY MEDIA PROGRAM. IT ALSO SERVES TO CLARIFY THE ELEMENTS REQUIRED IN PROVIDING AN IDEAL PROGRAM.

WHO

THIS ACTIVITY MAY BE USED WITH ANY GROUP WHO CAN GAIN FROM CLARIFICATION OF THE COMPONENTS OF AN IDEAL LIBRARY MEDIA PROGRAM SUCH AS ADMINISTRATORS, TEACHERS, STUDENTS, LIBRARY MEDIA SPECIALISTS, PATRONS OR ANY MEMBERS OF THE COMMUNITY. IF THIS IS USED WITH LARGE GROUPS, PARTICIPANTS SHOULD DIVIDE INTO SMALL GROUPS FOR DISCUSSION AND RETURN TO THE LARGE GROUP FOR THE REPORTING OF REACTION.

WHEN

THIS ACTIVITY SHOULD BE USED AT THE BEGINNING OF AN INSERVICE TRAINING PROGRAM. SERVING TO ESTABLISH A COMMON BASE OF KNOWLEDGE, IT SHOULD FACILITATE FURTHER LEARNING. TIME NEEDED FOR THIS ACTIVITY IS 45 MINUTES. THIS PROVIDES ADEQUATE TIME FOR INTERACTION.

WHERE

THIS ACTIVITY SHOULD TAKE PLACE IN THE LIBRARY MEDIA CENTER. ANY ROOM WITH LIGHT CONTROL WHICH WILL ACCOMODATE THE SIZE OF THE GROUP AND WILL ALLOW FOR SMALL GROUP DISCUSSION CAN BE USED. ARRANGEMENT OF CHAIRS SHOULD PROVIDE FOR EASE OF VIEWING AND INTERACTION. A PRELIMINARY TOUR OF THE LIBRARY MEDIA CENTER WILL ENHANCE THE ACTIVITY.

HOW

TURN THE PAGE →

ACTIVITY

LONG RANGE PLANNING

AWARENESS

AIM

AWARENESS OF AN IDEAL LIBRARY MEDIA PROGRAM
CLARIFICATION OF COMPONENTS OF AN IDEAL
LIBRARY MEDIA PROGRAM
UNDERSTANDING OF THE ROLE OF THE LIBRARY
MEDIA PROGRAM IN THE SCHOOL

PURPOSE

INFORMATION
CLARIFICATION
AWARENESS
UNDERSTANDING

MATERIALS

*SOUND FILMSTRIPS: "THE ROLE OF THE LIBRARIAN
IN MEDIA." (MILLER-BRADY, 1975. FILMSTRIP/
CASSETTE--2 PARTS.)

SOUND FILMSTRIP PROJECTOR (TWO PROJECTORS
SIMPLIFIES THE OPERATION)

SCREEN

TABLE OR CART FOR PROJECTOR/S

EXTENSION CORD (WITH DOUBLE PLUG IF TWO
PROJECTORS ARE USED)

BUTCHER PAPER WITH DISCUSSION QUESTIONS

OR

CHALKBOARD ON WHICH TO WRITE QUESTIONS

PENCIL AND PAPER FOR SMALL GROUP RECORDERS

*ANY OTHER VISUAL PRESENTATION SHOWING THE
COMPONENTS OF AN IDEAL LIBRARY MEDIA PROGRAM
MAY BE USED.

DIRECTIONS

TURN THE PAGE →

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

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INSTRUCTIONS TO TRAINER

If addressing an educator's group, elementary or secondary, it will be useful to begin with a short talk on the importance of library media programs in the school, such as those included at the end of this activity. (Library Media Service in the Secondary School, and The Importance of Library Media Programs at the Elementary Level.)

The Trainer may use the content of these speeches to prepare the talk or can write a similiar speech. It is helpful to identify the importance of the library media program at each level since the roles are different. The Trainer should decide on the method for dividing the participants into small groups. Try to keep the groups small (10-12 at the maximum). This could be done by counting off, by dividing into sections according to seating, by letters or numbers designated on their name tags, etc.

Any audiovisual presentation describing the components of an ideal library media program can be used. The presentation should be previewed by the Trainer to become familiar with the content. From this previewing, the Trainer can discover salient ideas around which to center the discussion. Discussion questions should be formulated at this time.

It is also important for the Trainer or some other person responsible for the audiovisual presentation to test the equipment and software in the room in which it will be shown thus testing outlets, lighting, seating arrangements, etc.

The audiovisual equipment should be set up prior to the session and should be all ready for showing merely by throwing the on switch and dimming the lights.

DIRECTIONS

For use with educator's groups:

Open the session with a short talk (not more than 2-3 minutes) on the importance of the library media program in the school. This talk should serve to focus on the participants' thoughts on the role of the library media program.

For use with all groups:

Introduce the audiovisual presentation, giving the title (The Role of the Librarian in Media) and explaining to the participants what ideas they should be aware of while viewing and listening. Explain that this sound/filmstrip presentation shows an overview of the role of the library media specialist and the components of an ideal library media program in the school; spaces, personnel, selection, organization and service. Emphasize to the participants that they are to observe closely the library media specialist's role within these areas. Ask them to mentally compare their library media program to the program components described in the filmstrip, giving special attention to ideas which could be incorporated into their program.

Explain that at the end of the viewing the participants are to break up into small groups according to ... (explain the method). Each small group is to designate a recorder who will record the ideas and share them with the group when they reconvene. They are to discuss the questions that will be posted or any other ideas they wish to discuss.

NOW

The lights can be dimmed and the visual presentation can be shown. (If the sound/filmstrip noted above is used, it is convenient to have two projectors set up so that it will facilitate switching from Part I to Part II with no interruption.) At the end of the showing, tape on the wall, (where everyone can see it) the butcher paper with the discussion questions

or place the questions on the chalkboard. (See suggested questions at the end of this activity.)

THEN

Repeat the method for breaking into small groups. The shifting should be facilitated by the Trainer by moving around the room to see that everyone is situated. While doing this, hand a pencil/pen and a sheet of paper to someone in each group. Direct the participants' attention to the discussion questions. Quickly read the questions to them and set a time limit of 15 minutes. Tell the participants of the small groups to select their recorder quickly and begin discussing. (The Trainer can move from group to group to facilitate the discussions.) At the end of the allotted time, halt the discussions and ask the participants to regroup into one large group. Ask recorders to step forward so that they may report to the large group.

NOW

Ask the recorders of each small group to give the main ideas which evolved from their group's dialogue. When each recorder has reported, permit further discussion if desired. (Allow 15 to 20 minutes depending on the size of the group and their interest in the discussion.) When the discussion seems to lag, stop and conclude the program by leaving the group with a stimulating thought, such as: "Think of one idea that you would like to try in order to improve your library media program. Remember it. Start on it today!"

Ask the recorders to hand in their notes so that they can be used for evaluation of the activity.

THE LIBRARY MEDIA SERVICES IN THE SECONDARY SCHOOL

The purposes of inservice training are three-fold: (1) to increase the awareness of library media services in the educational program, (2) to increase the awareness of methods of utilizing these instructional resources, and (3) to increase awareness of the importance of open communication.

The library media program can serve in five areas: (1) resources, (2) orientation, (3) guidance, (4) instruction, and (5) production. The library media program is not a useless appendage, but rather, it is supportive of the curriculum. It can further the curiosity and interest in learning.

There is a difference between a library media center and a library media program. The center is a place where the resources are held and the place from which we work. The program extends beyond the walls of the center, into the classroom and even out into the community. I choose to speak about the library media program.

First, let us look at some guides that we must keep in mind as educators. (1) No one learns without wanting to learn. Library media resources provide for new interests. (2) Learning is influenced by surroundings. The library media center can provide for variety of surroundings. (3) We learn most quickly and lastingly, what has meaning for us. The library media resources can provide answers. It is not what you know, but knowing where to find it. (4) Individuals differ. The library media program provides for individual differences, not only in reading levels, but in modes of learning as well. We don't all learn the same way. Some of us learning by reading, some of us by listening, some of us by viewing, and some of us by actual manipulation. We must provide the best mode of learning for each individual student. (5) We know that learning occurs through attempts to satisfy needs. The library media program provides a laboratory for reinforcing classroom teaching. (6) Interest is a source of power in motivating learning. By using the library media resources the teacher becomes a facilitator and a resource person rather than a possessor of all knowledge. They can assist the student in finding answers for themselves. This places the responsibility for learning on the students. (7) We can't isolate learning from life

and reality. The library media program can bring "life" into the learning situation. (8) Participation enhances learning. The library media program provides for self-teaching experiences. (9) We grow from where we are in terms of development. The library media program provides a starting point for everyone. (10) We grow at different rates. The library media program can provide for slow learners, disinterested learners, gifted learners, talented learners, creative learners, the introverts, and the extroverts. The library media center should be a learning laboratory, an information center, a provider of a variety of learning modes, and a reinforcer of the curriculum.

Why should the student be exposed to the library media resources?

For many reasons:

1. To develop the ability to solve problems on their own.
2. To develop the ability to transfer learning across disciplines and situations.
3. To learn information gathering techniques.
4. To be exposed to a variety of viewpoints.
5. To be exposed to a variety of media.
6. To broaden interests.
7. To develop responsibility for their own learning.
8. To develop discrimination in selection of sources.
9. To develop a curiosity and interest in learning so that it will continue in later life.
10. To increase motivation.
11. To enrich the instructional program.

Try to think in terms of other resources...not just the textbook. Try to incorporate other media, supplementary books, films, filmstrips, slides, transparencies, models, charts, realia, video tapes, into the teaching. Involve the student by providing a variety of activities, such as producing films, slide presentations, skits, songs, plays, etc.

How should we utilize media? The library media experience should not be a one time occurrence, but it should occur continuously throughout the grades. The learning of library skills should be sequential and developmental. They should be used as building blocks. While library instruction

can be taught as a separate course, it should be reinforced across disciplines. Activities in the library media center should have a purpose. If library skills are taught but never practiced, the skills will not be retained. It is like teaching chemistry with no laboratory experience.

Enrichment takes preplanning. The library media personnel can help you by:

1. Making available a variety of resources for different activities.
2. Helping you decide which materials and which medium would be the most appropriate for that student.
3. Helping you and the students with the implementation of a unit of study.

How can you, as teachers, help?

1. By providing feedback on the evaluation of materials that you use.
2. By participating in the selection of new materials.
3. By involving the library media staff in your planning.

What does it take to have a good library media program? It takes teacher cooperation. It takes knowledgeable and interested library media staff. It takes administrative support.

A good library media program is a team effort. Administrators can help by providing for space and funds, and most importantly by providing leadership. Library media personnel can provide an interested attitude, enthusiasm, cooperation, knowledge, information, and organized resources. The teaching staff can contribute by being knowledgeable of library media services, by being interested in diversifying their teaching, by asking for assistance from the library media staff, and by encouraging student use of library media resources. With these ingredients, and a positive attitude, you can't help but have a quality library media program for your students.

THE IMPORTANCE OF THE LIBRARY MEDIA PROGRAM AT THE ELEMENTARY LEVEL

Why should we have a library media center? There are many advantages to having centralized collections. (1) A larger collection from which to choose materials can be developed. (2) Higher quality materials can be acquired. (3) The library media center can provide for individual differences and for different reading levels. (4) Excessive duplication of materials can be avoided. (5) The library media center can allow for more effective use of funds. (6) The library media center can allow for purchase of more expensive reference materials, which can be used by all grades. (7) The library media program can provide library experiences for the student. (8) The library media program can allow the student to learn library skills which will progressively develop as he or she moves through school, K-12. (9) A library media specialist can be available to assist the teachers with library instruction and with selection of materials to supplement their teaching and to assist the students in selection of appropriate materials. (10) The library media center can provide more materials for the teacher to use in classroom instruction. (11) The library media center provides for an organized arrangement of materials for easy access. (12) The library media center can be a learning laboratory for the student to learn responsibility and respect; to develop a curiosity and interest in learning; to develop the ability to draw their own conclusions from varying viewpoints; and to develop interests, hobbies, and so forth. (13) Resources can be provided for the students and teachers to enable them to keep up with the increase of information and the growth of our changing world. (14) The library media program can upgrade the instructional programs. (15) Using the library media center can allow for a change of pace for both teacher and student. (16) A trip to the library media center is FUN!

What are the functions of a library media program? One function is free reading. It encourages informal self-selection other than controlled reading. It provides a laboratory for the practice of reading skills. It is essential that the desire and interest for reading is never dulled, but rather that it be encouraged. While browsing is important, it should be done with some guidance.

The second function of the library media program is reading guidance. This is a cooperative endeavor of the teacher and the library media specialist. The library media specialist knows the collection, and the teacher assists by knowing the students. Together, they provide opportunities for the children to use the library media center and its resources. Through this cooperative effort, the students are guided in finding the appropriate materials, in reading levels, and interests. It is very important to provide for individual differences. After all, we have different types of learners. We have the slow learner, the gifted and talented learner, the creative student, the introvert, and the extrovert, etc.

There are two types of reading guidance. First we have group guidance, which includes book talks, selection of books related to current units of study, or selection of books that appeal to a particular group of students. Group activities in which students can participate are also important. With the guidance of the library media specialist, the older children can participate by reading on tape to younger children or putting on skits or puppet shows about one of their favorite books. This is a sharing time; a time when students can share good books with each other. Group activities can provide for book games, quizzes, dioramas, tapes, records, and filmstrips which present stories related to books. Some of these might even be teacher-student-librarian produced materials.

The second type of reading guidance is individual guidance. The individual student should be helped to select appropriate materials. The students can be involved in individual activities that will create interest in reading and learning.

The third function of the library media program is to serve as a laboratory for the instruction and use of library skills. It is important that these skills be taught sequentially and developmentally. Units by grade level should be cooperatively developed and taught by the teacher and the library media specialist. Not only should the students learn the skills but they should be allowed to use the library media resources in meaningful activities so that the opportunity to reinforce these skills is provided. Instruction should be both informal and formal for groups and individuals as needed. These skills would include the proper care of books, appreciation

of materials, library citizenship, and a wholesome attitude toward a library media center. (The library media center provides an excellent place to begin the learning of self-discipline.)

From here, the learning would move on to the shelving arrangement, the organization of a library (why the materials are organized in an orderly fashion), the parts of a book, how to borrow materials, how to share, library vocabulary (such as the spine of a book or what is meant by a reference book), how to locate materials in the library, the use of the card catalog, the use of equipment and software, the Dewey Decimal System, the difference between fiction and nonfiction and biography, an introduction to indexes such as Abridged Readers Guide, and the use of the dictionary, encyclopedia, atlas, and other specialized reference materials. Teaching these skills should include the finding of general reference information and the reporting of facts, the beginning steps in how to take notes, and developing a simple bibliography, what a bibliography is (a listing of books from which you found information on a certain topic, so the next person finding this information would know where to look). This instruction in library skills will then be carried on in the junior high or middle school.

The fourth function of the library media program is independent research. There should be free exploration of available resources to form an opinion on a topic or specific item. This could include the use of the dictionary, the encyclopedia, specialized encyclopedias, periodicals, a variety of books, films, tapes, records, or interviews with resource persons. Students should be encouraged to use various types of materials. They should know that there are different and varying opinions and biases. They should be able to discuss these varying opinions and biases so that they will learn to formulate their own conclusions and form their own opinions.

The use of the library media resources is a team effort of the teacher and the library media specialist. It takes preplanning; it takes preparation; it takes cooperation; and it takes communication. The library media center should be involved in curriculum planning. They should aide the teachers in finding the available resources in their content areas and for special units of study that are being taught. The library media center contains organized resources for the better understanding of life, for the

enrichment of the instructional program and for reading, viewing, and listening pleasure. It should promote improved teaching, improved learning and enriching experiences for all users.

SUGGESTED DISCUSSION QUESTIONS
for sound/filmstrip
"The Role of the Librarian in Media"

1. How do you perceive the role of the library media specialist?
2. Library media centers should be functional and inviting. How do you perceive this?
3. Could you identify problem areas in your library media program that could be improved in terms of: Spaces - Personnel - Selection - Organization - Services?
4. Did you discover any specific strengths or weaknesses in your library media program in comparison to the ideas brought out in the presentation?
5. Did the presentation give you any ideas you could implement in your existing programs without additional funds? Such as?

LONG RANGE PLANNING

NEEDS ASSESSMENT - A

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE NEEDS ASSESSMENT ACTIVITY COVERS AWARENESS AND UNDERSTANDING OF LIBRARY MEDIA SERVICES AND IDENTIFICATION OF NEEDS.

WHY

A NEEDS ASSESSMENT IS ESSENTIAL TO LONG RANGE PLANNING. INPUT FROM THE PEOPLE THE LIBRARY MEDIA CENTER SERVES IS HELPFUL AND NECESSARY IN IDENTIFYING NEEDS. INVOLVEMENT IN THE PLANNING PROCESS LEADS TO UNDERSTANDING AND GREATER UTILIZATION.

WHO

THIS ACTIVITY MAY BE USED WITH THE ENTIRE TEACHING STAFF OF A SCHOOL OR A REPRESENTATIVE COMMITTEE OF TEACHERS. THE PRINCIPAL AND LIBRARY MEDIA SPECIALIST SHOULD ALSO PARTICIPATE. THE COMMITTEE MIGHT EVEN INCLUDE SOME STUDENTS. THIS ACTIVITY COULD ALSO BE USED WITH A CITIZENS COMMITTEE OR A GROUP OF VOLUNTEERS. IT COULD ALSO BE USED WITH TEACHERS IN A SCHOOL CONSIDERING A CENTRALIZED COLLECTION.

WHEN

THIS ACTIVITY COULD TAKE PLACE BEFORE OR AFTER SCHOOL, ALTHOUGH AFTER SCHOOL IS NOT THE BEST TIME. IT COULD ALSO BE DONE DURING THE DAY UTILIZING THE TEACHERS' PLANNING PERIODS IF RELEASED TIME IS NOT AVAILABLE. THE MINIMUM TIME NEEDED IS ONE HOUR, HOWEVER, ONE HOUR AND 15 - 30 MINUTES IS BETTER BECAUSE IT ALLOWS FOR MORE INTERACTION.

WHERE

THIS ACTIVITY SHOULD TAKE PLACE IN THE LIBRARY MEDIA CENTER OR A CONFERENCE ROOM, ALTHOUGH OTHER FACILITIES WILL BE ADEQUATE AS LONG AS CHAIRS AND TABLES ARE PROVIDED. THE SPACE SHOULD BE APPROPRIATE TO THE SIZE OF THE GROUP TO ALLOW FOR EASY LISTENING AND DISCUSSION. ARRANGEMENT OF TABLES SHOULD ALLOW FOR INTERACTION AND DIALOGUE. A PRELIMINARY FOR THIS ACTIVITY COULD BE A TOUR OF THE LIBRARY MEDIA CENTER, WHICH IS PARTICULARLY USEFUL WITH AN OUTSIDE GROUP SUCH AS PATRONS.

HOW

→
TURN THE PAGE

ACTIVITY

LONG RANGE PLANNING NEEDS ASSESSMENT - A - PART I

AIM

AWARENESS OF LIBRARY MEDIA SERVICES
CLARIFICATION OF LIBRARY MEDIA SERVICES

PURPOSE

INFOMATION
CLARIFICATION
UNDERSTANDING
PRIORITIZING

MATERIALS

(GOAL GAME BOARDS
(TOKENS
(GOAL STATEMENT CARDS
OR
GOAL STATEMENT SHEETS
+
RESPONSE SHEETS
PENCILS

DIRECTIONS

—————>
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Before implementing the needs assessment activity, the Trainer should decide whether to use the Goals Game Boards, Goals Statement Cards and Tokens or the Goal Statement Sheets. In either case, the number of materials needed should be on hand, including a few extras. Thirty to forty sets of the Goals Game is an adequate number to prepare. A group larger than 35 becomes too unwieldy and limits meaningful discussion.

NOW

Hand out Goal Game Boards, bottles of tokens and Goal Statement Cards or Goal Statement Sheets if you prefer to use them. If Goal Game Boards are used, have participants remove the rubber bands from the Goal Game Cards and place them in numerical order in the columns under GOAL STATEMENTS. This will allow participants to review the goals of service of a quality library media program. Explain that the statements are numbered for identification purposes only and not to establish priority. When the participants have accomplished this task, explain that you will go through and clarify each statement for them. Questions should be encouraged so that everyone acquires an understanding of the Goal Statements.

DO NOT READ GOAL STATEMENTS TO PARTICIPANTS

Explain that each one of the statements covers services offered by a quality library media program. The participants are to think in terms of a quality or ideal library media program regardless of whether or not these services are offered at their school site. Stress that most of these services would be offered by a quality library media program. Establish that as you are clarifying these statements, they are to think in terms of whether or not that service is important to them as teachers of math, science, ... , principal or library media specialist.

Now begin clarifying by telling what each service would encompass. You can elaborate according to need for understanding.

EXAMPLE: You would say --

Goal Statement No. 1 speaks to space or the provision of a room to house the resources.

Goal Statement No. 2 refers to the effective use of that space so that a classroom of students, small groups of students and individual students would all use the facility at the same time for a variety of activities.

Goal Statement No. 3 is concerned with the circulating of resources so that everyone has the opportunity to use the materials and some type of control is established.

Goal Statement No. 4 suggests that the resources be organized and arranged so that everyone can find what they want when they want it.

Goal Statement No. 5 refers to the management of the library media center so that everyone who will use it knows the operational rules, what it contains and how to acquire the materials. It also refers to reports, such as annual reports to the administrators, reports to the teachers of new materials received, etc.

Goal Statement No. 6 speaks to provision of a quality reference collection for research.

Goal Statement No. 7 suggests that each section of the library media center be visibly and attractively labeled so that anyone entering the center can readily identify where the Reference Section is located or the Fiction Collection or the Periodicals, etc.

Goal Statement No. 8 concerns identifying, for students or staff, resources that are available to them from other sources, such as public libraries, college or university libraries, private collections or even resource people who could make presentations to classes.

Goal Statement No. 9 covers public relations and awareness through promotional bibliographies, posters or perhaps articles in the school paper.

Goal Statement No. 10 can refer to promotional bibliographies in the form of a brochure, such as annotated lists of science fiction books available in the center or to bibliographies for teachers listing all types of resources available in the center on a specific topic, such as a list of books, parts of books, periodical articles, films, tapes, records, etc., available on the battles of World War II.

Goal Statement No. 11 indicates that ready reference assistance should be available. A student asks the teacher, "How was the ice cream cone invented?" The teacher would then direct the student to the library media center for an answer to report to the class. The library media specialist's assistance in locating the answer is ready reference.

Goal Statement No. 12 states that assistance will be provided in production of resources, such as transparencies, filmstrips, tapes, dioramas, etc.

Goal Statement No. 13 allows for a sequential and developmental program of library media instruction to facilitate use of resources. This program should be designed so that a student is building skills, K-12.

Goal Statement No. 14 refers to learning research skills and allowing for their practice, the library media center being the learning laboratory.

Goal Statement No. 15 speaks to staff development sessions which could focus on how to operate the equipment, how to laminate without a press, etc., or other needed skills.

Goal Statement No. 16 allows for guidance to the student in selection of resources and/or mode of communication, a book, a magazine, a film, a game, or a tape.

Goal Statement No. 17 deals with curriculum development. The teacher knows the subject matter and the students; the library media specialist knows the resources and instructional design. The teacher can tell the library media specialist what subject matter will be taught and to what type of student. The library media specialist can then suggest a variety of resources and indicate what mode of communication can best be used to convey the concepts to be taught.

Goal Statement No. 18 refers to keeping the staff aware of the new resources or new educational trends in their field or in education in general.

(These are only suggested clarification statements. You may alter these to fit the group or elaborate as needed depending on the awareness level of the group and the time frame provided.)

NOW: Hand out pencils and response sheets. Caution the participants not to work ahead and to wait for directions. Have participants fill in the blank identified by the word, POSITION. Caution them not to write their name only their teaching position. They should write: Second Grade Teacher, Business Teacher, Principal, Library Media Specialist or other. If working with a group other than educators, have them indicate Patron, Student, etc.

DIRECTIONS
FOR
GAME
BOARD
USE

Ask that each participant take the tokens from the bottles and place a token in Column #1 on the game board by each goal statement that they feel is important to include in a quality library media program, from their viewpoint as a teacher of English, math or other, student, community resident, principal or

library media specialist. State that there are no right or wrong answers, only their opinion which might differ from the opinion of others. They should view it from their position. They could identify a few or all. Explain that they are not to rank the goals, only identify the ones that are important.

(When it appears that most of the participants have completed the task, continue.)

Approx.
30 sec. Have the participants transfer this information to the Response Sheet by placing a checkmark by the number of the goal statements they felt were important as identified by the tokens in Column #1.

(When most of the participants have finished this task, continue.)

Approx.
2 or 3
minutes Have the participants place a token in Column #2 by each of the five goal statements which they identify as the FIVE most important goal statements from their viewpoint as teacher of math, science, or other, principal, or library media specialist. They are to choose only five from the ones previously identified as important.

Approx.
15 sec. Have the participants transfer this information to their Response Sheet by writing the numerals of the five most important goal statements identified by tokens in Column #2. They are to write these numerals beneath the statement FIVE OF YOUR MOST IMPORTANT GOALS.

(When most of the participants have finished this task, continue.)

Approx.
1 to 1½
minutes Have the participants select the ONE most important goal and identify it on the game board by placing a token in Column #3 by the goal statement selected. Now one goal statement will have three tokens.

(When most of the participants have finished this task, continue.)

Tell the participants that five numerals should be written beneath the statement, YOUR FIVE MOST IMPORTANT GOALS. (Circle the most important one.) Now they should do just that: Circle

the numeral of the goal statement they identified as the most important goal on the Game Board with a token in Column #3.

DISCUSSION

Approx.
10
minutes

Tell the participants that now they are going to share the information to see how close or distant their individual needs are. Share information. Then ask for volunteers. Let several or all contribute by telling their FIVE most important goals, the most important goal and why this ONE was selected. Continue until several have shared and discussion ensues. When there is a lull, end the discussion. Explain that the goal statements are of three types: Physical Facilities and Administration; Instruction; and Service. Hopefully, the participants have already discovered this. Their remarks may indicate that their thinking took one of two directions. Either, they felt that the library media center should be centralized and organized and if it is they can use it on their own, or they will assume the library media center is centralized and organized and what they want is service. Listen carefully to their remarks since these are indicators of their attitude toward the library media center.

ACTIVITY

LONG RANGE PLANNING

NEEDS ASSESSMENT - A - PART II

AIM

ANALYSIS OF LIBRARY MEDIA PROGRAM

IDENTIFICATION OF STRENGTHS AND WEAKNESSES
OF LIBRARY MEDIA PROGRAM

IDENTIFICATION OF PROBLEMS AND METHODS OF
IMPROVEMENT

PURPOSE

ASSESSMENT OF NEEDS

IDENTIFICATION OF ALTERNATIVES

MATERIALS

RESPONSE SHEETS (SAME AS FOR PART I)

PENCILS

DIRECTIONS

TURN THE PAGE →

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Explain that all programs have weaknesses regardless of performance level. They are to look at their library media program with an evaluative and objective eye. You could give an example of a person looking in the mirror and thinking, "I don't look too bad for my age, however, I could look better if I lost weight or exercised."

Approx.
5
minutes

Ask participants to think about their own library media program in their particular school from their viewpoint as a teacher of math, reading, or other, principal or library media specialist. Have them identify in their minds strengths and weaknesses of the library media program. Have them select three (3) strengths and three (3) weaknesses and instruct them to write these in brief phrases on the Response Sheet where it asks for THREE STRENGTHS and THREE WEAKNESSES. These strengths and weaknesses can be in terms of the services expressed in the Goal Statements or other identifiable elements of the program such as lighting, atmosphere, or personnel. Explain that at times a strength may also be a weakness such as space; the fact that a room for a centralized collection is provided could be a strength, but, it could be a weakness if not enough space is provided to adequately accommodate an entire class, or groups of students and individuals desiring to use the library media center. Avoid giving too many examples as they may inhibit free thinking. Ideas generated from the participants are most important.

DISCUSSION

Approx.
3 to 5
minutes

Have the participants share their ideas on identified strengths and weaknesses. Allow each participant an opportunity to share, but do not force them. Allow for several minutes of free discussion.

Have each participant identify a problem that they would attempt to solve first, if they were administering the program. The trainer

Approx.
5
minutes

could say, "All of us have at one time or another desired to be in another person's position, such as the principal or the coach, thinking we could do things differently or more efficiently. Now you have the opportunity to be in the library media specialist's position." Also, explain that frequently an outsider can identify problems that the person who is involved with the program cannot see. Explain further that this is not criticism of the library media specialist but rather brainstorming for ideas. Have participants briefly describe the problem that they would attack and, if possible, the method or procedure they would pursue to accomplish the solution. Have them explain their idea by writing a brief statement on the Response Sheet under the heading IDENTIFY A PROBLEM YOU WOULD SOLVE. Have them explain their method under HOW.

DISCUSSION

Approx.
1
minute

Allow sharing of ideas. Allow for some free discussion of these ideas and their implementation. Now, ask participants to identify on the bottom of the Response Sheet the services of the library media center which they use the most, such as Reference, Periodicals, audiovisual materials, etc. This information will show which areas receive the heaviest use and which are not receiving any use.

Have the participants collect their goal statement cards and place the rubberband around them. Have them replace the tokens in the bottles. Collect Goal Game Boards, cards, tokens, pencils and Response Sheets. Hand out Program Evaluation Form (Long Range Planning) to each participant. Instruct them to fill out the form leaving any items blank which they feel do not pertain to this exercise. Stress the importance of writing in comments for feedback for the improvement of the activity or presentation. The participants may leave these in a stack on a table as they leave. They are not to sign the forms.

Directions if
using
Goal
State-
ment
Sheets

If Goal Statement Sheets are used instead of the Goal Game Boards, cards and tokens, follow the same general procedure except that participants will work directly on the Response Sheet.

Using the Goal Statement Sheets takes less time, however, the Goal Game Boards allow for more flexibility. It allows the participants to change their minds by simply moving the tokens, whereas on the Response Sheet they would have to scratch out or erase. Also, the Goal Game Boards permit a visual presentation of their views.

If the Goal Statement Sheets are used, the participants may keep them if they so desire. There seems to be little difference in results of the activity when Goal Game Boards or Goal Statement Sheets are used.

FURTHER INSTRUCTIONS TO TRAINER

Now, the data on the Response Sheets must be compiled by the Trainer on the Profile Sheet. There will be a Profile Sheet for each school.

On the Profile Sheet, write the name of the school and school district from which the data was collected. Under ITEMS CONSIDERED IMPORTANT, PARTICIPANTS transfer the numbers of each participant's five (5) most important goals as reported on the Response Sheet. List these numbers in columnar fashion indicating participant #1, #2, etc. Circle the most important goal as they have indicated. (See sample Profile Sheet at end of this activity.)

Compile all the strengths and weaknesses given on the Response Sheets, integrating all like responses and indicating the number of participants identifying that particular strength or weakness by a series of check marks or asterisks. List these under Strengths and Weaknesses. (See sample Profile Sheet at end of this activity.)

Under Identified Needs for Change list the ideas given on the Response Sheets under Identify a Problem You Would Solve. Integrate like ideas using

check marks or asterisks to indicate number of participants expressing that idea. (See sample Profile Sheet at end of this activity.)

Under Library Media Services Used list the services indicated by the participants (on the Response Sheets) as those services they used the most. Integrate the number of responses showing multiple responses by checkmarks or asterisks. (See sample Profile Sheet at end of this activity.)

The Profile Sheet is now complete. Attach a Goal Statement Sheet to it so that the numbers appearing on the Profile Sheet can be located on the Goal Statement Sheet.

USE OF THE PROFILE SHEET

The data on the Profile Sheet can be used for many purposes. It can be used by the library media specialist for indication of direction the library media program should take since it pinpoints some of the strengths and weaknesses of the library media program. From the goal statements indicated as important, the library media specialist can see which services the users desire and emphasis can be placed on these. It will also show which services are being used and which are receiving no use. New ideas or new methods of coping with problems may have been identified.

All of this information can be shared with the principal or superintendent on an individual basis or at a conference. A Long Range Plan can ensue from this needs assessment. When all of the schools in a district participate in this activity, each school will have a Profile Sheet and these can be shared at a meeting of library media specialists, principals and superintendent offering an overview of all the library media programs in the district, K-12.

DIRECTIONS FOR MAKING GOAL GAME BOARD,
TOKENS AND GOAL STATEMENT CARDS

To make Goal Game Board, use poster board and follow the dimensions given. These may be sent to a printer or can be hand-lettered with india ink, stick-on letters, or rub-on letters. Make as many as needed (one per participant).

Tokens may be acquired from the printer or small circles may be cut out of poster board. These should be of a size that can fit in a plastic pill bottle for easy storage. Each participant will need a bottle of tokens. (Any other type of token may be substituted.)

Goal Statement Cards may be reproduced using the master and having them printed on poster board. Then individual cards are cut out. Or the master may be reproduced on paper, glued on poster board, and then cut into individual cards.

GOAL GAME BOARD

GOAL STATEMENT	1	2	3							

11" X 13"
Scale $\frac{1}{2}$ " = 1"

Adapted from:

Peterson, Marla and Freichel, Janet and others. Programmatic Approach to Guidance Excellence: PAGE 2. Bureau of Occupational and Adult Education., Office of Education, U.S. Dept. of HEW, Washington, D.C., 1976.

1. PROVIDE ACCESS TO MATERIALS AND EQUIPMENT AND SPACE	11. PROVIDE REFERENCE ANSWERING SERVICE
2. PROVIDE FOR EFFECTIVE USE OF SPACE FOR INDIVIDUALS AND GROUPS	12. ASSIST IN PRODUCTION OF MATERIALS BY TEACHERS OR STUDENTS
3. PROVIDE FOR CIRCULATION OF MATERIALS AND EQUIPMENT	13. PROVIDE INSTRUCTION IN THE USE OF THE LIBRARY MEDIA CENTER
4. ORGANIZE AND ARRANGE LIBRARY MEDIA MATERIALS AND EQUIPMENT FOR EFFECTIVE USE	14. PROVIDE INSTRUCTION IN RESEARCH SKILLS
5. ADMINISTER THE LIBRARY MEDIA CENTER EFFICIENTLY USING WRITTEN POLICIES, PROCEDURES, RECORDS AND REPORTS	15. PROVIDE INSERVICE TRAINING FOR STAFF ON UTILIZATION OF EQUIPMENT & MATERIALS, PRODUCTION OF MATERIALS
6. PROVIDE REFERENCE MATERIALS FOR SELF-HELP	16. PROVIDE READING, LISTENING AND VIEWING GUIDANCE
7. IDENTIFY LOCATION OF MATERIALS IN CENTER	17. CONSULT WITH INDIVIDUAL TEACHERS ON SELECTION AND UTILIZATION OF LIBRARY MEDIA MATERIALS FOR INSTRUCTION
8. IDENTIFY LOCATION OF MATERIALS NOT IN CENTER	18. CREATE AWARENESS OF CURRENT LIBRARY MEDIA PROGRAM AND ITS SERVICES
9. ALERT THE USER TO SERVICES THROUGH VARIOUS MEANS SUCH AS DISPLAYS, BROCHURES, MEDIA	
10. ASSIST IN COMPILING BIBLIOGRAPHIES ON SPECIFIC TOPICS	115

GOAL STATEMENTS

1. PROVIDE ACCESS TO MATERIALS AND EQUIPMENT AND SPACE.
2. PROVIDE FOR EFFECTIVE USE OF SPACE FOR INDIVIDUALS AND GROUPS.
3. PROVIDE FOR CIRCULATION OF MATERIALS AND EQUIPMENT.
4. ORGANIZE AND ARRANGE LIBRARY MEDIA MATERIALS AND EQUIPMENT FOR EFFECTIVE USE.
5. ADMINISTER THE LIBRARY MEDIA CENTER EFFICIENTLY USING WRITTEN POLICIES, PROCEDURES, RECORDS AND REPORTS.
6. PROVIDE REFERENCE MATERIALS FOR SELF-HELP.
7. IDENTIFY LOCATION OF MATERIALS IN CENTER.
8. IDENTIFY LOCATION OF MATERIALS NOT IN CENTER.
9. ALERT THE USER TO SERVICES THROUGH VARIOUS MEANS SUCH AS DISPLAYS, BROCHURES, MEDIA.
10. ASSIST IN COMPILING BIBLIOGRAPHIES ON SPECIFIC TOPICS.
11. PROVIDE REFERENCE ANSWERING SERVICE.
12. ASSIST IN PRODUCTION OF MATERIALS BY TEACHERS OR STUDENTS.
13. PROVIDE INSTRUCTION IN THE USE OF THE LIBRARY MEDIA CENTER.
14. PROVIDE INSTRUCTION IN RESEARCH SKILLS.
15. PROVIDE INSERVICE TRAINING FOR STAFF ON UTILIZATION OF EQUIPMENT AND MATERIALS, PRODUCTION OR MATERIALS.
16. PROVIDE READING, LISTENING AND VIEWING GUIDANCE.

17. CONSULT WITH INDIVIDUAL TEACHERS ON SELECTION AND UTILIZATION OF LIBRARY MEDIA MATERIALS FOR INSTRUCTION.
18. CREATE AWARENESS OF CURRENT LIBRARY MEDIA PROGRAM AND ITS SERVICES.

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RESPONSE SHEET

POSITION _____

ITEMS OF IMPORTANCE:

- | | | |
|----|-----|-----|
| 1. | 7. | 13. |
| 2. | 8. | 14. |
| 3. | 9. | 15. |
| 4. | 10. | 16. |
| 5. | 11. | 17. |
| 6. | 12. | 18. |

NUMBERS OF FIVE OF YOUR MOST IMPORTANT GOALS: (circle the most important one)

THREE STRENGTHS:

THREE WEAKNESSES:

IDENTIFY A PROBLEM YOU WOULD SOLVE:

HOW:

P R O F I L E S H E E T

(Name of School)

(School District)

Items considered important (most important one circled). Numbers refer to goal statements.

PARTICIPANTS:

 #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 #11

(Asterisks () indicate more than one teacher's comments.)*

STRENGTHS:

WEAKNESSES:

IDENTIFIED NEEDS FOR CHANGE:

LIBRARY MEDIA SERVICES USED:

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P R O F I L E S H E E T

High School _____
 (Name of School) (School District)

Items considered important (most important one circled). Numbers refer to goal statements.

PARTICIPANTS:

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
(3)	(4)	3	(4)	5	4	4	4	(4)	4	4
7	14	4	5	10	(5)	9	6	5	6	(6)
8	15	(7)	6	(13)	7	(10)	7	8	(13)	
16	17	13	13	14	8	17	(13)	13	14	
	18	17	17	17	13	18	14	14	16	

(Asterisks (*) indicate more than one teacher's comments.)

STRENGTHS:

- ***** Space
- ***** Access to materials
- *** Well-lighted room
- Library policies known
- *** Basic collection organized
- Staff involvement in selection
- ***** Nice atmosphere
- ** Furniture
- Paperbacks

WEAKNESSES:

- ***** No library media specialist
- ***** Limited materials and equipment
- ***** No library instruction
- ** Limited access
- Limited reference materials
- *** No assistance for students and teachers
- ** Materials not up-to-date
- AV materials and equipment not organized

IDENTIFIED NEEDS FOR CHANGE:

- Inservice for staff on use of resources
- ** Library instruction
- ***** Library media specialist added
- **** Expand the collection
- ** Centralize and organize non-print collection

LIBRARY MEDIA SERVICES USED:

- **** 16mm projector
- ***** Reference
- ** Periodicals
- ** Other equipment
- Paperbacks
- Visual aids

LIBRARY MEDIA INSERVICE TRAINING
PROGRAM EVALUATION

	Excellent	Good	Fair	Poor
A. Rate learning in each area in terms of usefulness:				
1. Long range planning	_____	_____	_____	_____
2. Facility planning	_____	_____	_____	_____
3. Policy statements and reports	_____	_____	_____	_____
4. Purchasing procedures	_____	_____	_____	_____
5. Budgeting	_____	_____	_____	_____
6. Record keeping procedures	_____	_____	_____	_____
Comments: _____				
B. Rate the inservice program in the following areas:				
1. Preassessment of needs	_____	_____	_____	_____
2. How did the program meet your objectives	_____	_____	_____	_____
3. Program's involvement of library media specialist, staff and administration	_____	_____	_____	_____
4. Usefulness of training materials	_____	_____	_____	_____
5. Use of varied training activities	_____	_____	_____	_____
6. Usefulness of training activities	_____	_____	_____	_____
Comments: _____				
C. Do you feel that the inservice program improved your competencies for:				
1. Ability to coordinate library media operation	_____	_____	_____	_____
2. Creating a positive atmosphere allowing for open communication	_____	_____	_____	_____
3. Ability to plan and make decisions	_____	_____	_____	_____
Comments: _____				

LIBRARY MEDIA INSERVICE TRAINING
PROGRAM EVALUATION (continued)

	Excellent	Good	Fair	Poor
D. Rate the Training Specialist in the following areas:				
1. Planning and preparation of in-service training activities	_____	_____	_____	_____
2. Presentation of training activities	_____	_____	_____	_____
3. Knowledge of subject matter	_____	_____	_____	_____
4. Coordination of inservice program	_____	_____	_____	_____
5. Effective utilization of time	_____	_____	_____	_____

Comments: _____

E. As a result of the inservice program, are any changes planned in library media services in the areas listed in "A"? _____

F. In which areas do you plan these changes? _____

Explain: _____

G. What were the most useful aspects of the inservice program to you? _____

Why? _____

H. What were the least useful? _____

Why? _____

I. What other activities might be included in the inservice program? _____

LONG RANGE PLANNING

NEEDS ASSESSMENT - B

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE PRIMARY PURPOSE OF THIS ASSESSMENT OF THE SCHOOL LIBRARY MEDIA PROGRAM IS TO AID THE ADMINISTRATOR AND THE LIBRARY MEDIA SPECIALIST IN DETERMINING THE EFFECTIVENESS OF THE LIBRARY MEDIA PROGRAM IN MEETING THE IDENTIFIED NEEDS AND GOALS OF THE SCHOOL.

WHY

AN EFFECTIVE WAY TO IDENTIFY OR EVALUATE LONG RANGE GOALS

WHO

ADMINISTRATOR
LIBRARY MEDIA SPECIALIST

WHEN

ANNUALLY OR WHEN OTHER SCHOOL PROGRAMS ARE ASSESSED

WHERE

THE LIBRARY MEDIA CENTER

HOW

→
TURN THE PAGE

LONG RANGE PLANNING

NEEDS ASSESSMENT - B

AIM

FACILITIES, MATERIALS SERVICES AND PERSONNEL
ARE REVIEWED.
NEW PRIORITIES ARE DEVELOPED TO MEET THE
CHANGING NEEDS AND OBJECTIVES OF STUDENTS
AND TEACHERS.

PURPOSE

ASSESSMENT AND EVALUATION OF SCHOOL LIBRARY
MEDIA PROGRAM

MATERIALS

CHECKLISTS FOR FACILITIES AND PERSONNEL
CHECKLISTS FOR SERVICES
LIBRARY MEDIA CENTER CIRCULATION REPORT
LIBRARY MEDIA CENTER INVENTORY REPORT
PLANNING SURVEY

DIRECTIONS

TURN THE PAGE 

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Formative assessment of the school library media center enables the administrator to accurately determine the extent to which the library media program is meeting its present goals. This assessment should involve teachers, library media center staff and administrators. The Needs Assessment Activity - A in the Long Range Planning Module is a procedure for gaining cooperation of school staff in identifying needs and setting goals. Evaluation of the present goals and objectives should also involve the school staff.

Some advance planning is necessary in order to gather the information needed to establish new priorities and objectives. Analysis of library media center operations may be accomplished by using Checklists, Annual Reports and Rating Sheets.

CHECKLISTS

Checklists provide an efficient means to systematically observe the presence or absence of specific facilities, resources, services and staff. The checklists included in this activity are brief and do not present a complete listing of all of the attributes of the library media center. They were developed from review of the literature and revised after field testing.

You may wish to include other services, promotions, and programs accomplished by the library media center during the year in developing an individualized checklist for your school or you may use some of the evaluative forms prepared by national, state and regional educational agencies.

USE OF CHECKLISTS

Checklists can be used to review services, staffing, facilities and resources. After completing the checklists for facilities and service, refer to the needs identified earlier in the Needs Assessment Activity - A.

Checklists provide a comparison of services and facilities available and needs identified in previously defined areas which still need improvement. After reviewing improvements, services, staff and facilities described in the checklists, you may need to consider some inventory and circulation data before revising objectives and goals for the library media program.

ANNUAL REPORT

Most administrators require an annual report of the library media program. Sometimes monthly bulletins to faculty describing use, changes, additions to the collection, and program scheduling are used. These may be included in this report. The annual report summarizes the achievements of the library media center and presents statistical data.

CIRCULATION REPORT

The circulation report can be compiled from data collected daily or at representative times during the month. Both use in the center and requests filled for staff and students should be identified. For instance, circulation statistics might be recorded on a Monday during the first week of the month, Tuesday during the second week, Wednesday during the third week, and Thursday or Friday during the fourth week.

To obtain an average monthly circulation figure, the circulation totals for the one representative day each week are summed and multiplied by five. Statistics on in-center use may be obtained in a similar fashion if on one day each week the number of books and AV materials used in the center without being checked out is observed and recorded. The totals are again summed and multiplied by five to provide an average monthly figure. Requests filled and requests for material in circulation might be obtained in a similar manner with a listing kept of items especially in demand and items needed.

INVENTORY REPORT

The inventory report included with this activity provides a brief description of the materials and equipment in the library media center. A complete inventory to determine holdings and losses is taken at regular intervals in most library media centers. Ongoing inventory records showing the monthly acquisitions of materials and equipment should also be available.

Evaluation should be qualitative as well as quantitative. The number of books and materials does not always indicate the quality or use of the materials. Re-evaluation of library media materials and discarding of materials that are outdated and unused should precede inventory in order to provide accurate statistics.

USE OF ANNUAL REPORT

Circulation statistics objectively reflect usage and provide data for Long Range Planning in the areas of staffing, scheduling and collection building. Change in circulation can be studied as it relates to enrollment, to the instructional program, and to the total materials collection. These data should indicate effectiveness of the current materials and provide direction for improvements.

Inventory reports describing the total collection of materials and equipment in the library media center may be compared to the previous year's inventory to describe improvements. Consult state guidelines to decide how your library media center's holdings relate to recommended levels. Then subtract the number of books and AV materials held from the recommended holdings. This difference, representing the number of books and AV materials needed to meet state standards, can serve to form a proposed budget when multiplied by the average cost per volume. A goal to increase holdings can be set particularly for specific subject areas that are lacking. The present collection may be evaluated according to types of material; ratio of print to non-print, ratio of paperbacks to hardbacks, ratio of fiction to

nonfiction. These percentages may aid in deciding whether an adequate variety of media, print and non-print is included in the collection.

RATINGS

A rating scale assists in prioritizing and evaluating. It consists of a list of library media center operations followed by a numerical scale. The Planning Survey used in this activity was designed to represent services most often performed in the library media center. Library literature suggests the library media center provides services to students and to teachers. Items considered essential to the library media center's operations were chosen to represent each of these areas in forming the survey.

The teachers or a committee of teachers should play an active role in setting objectives and determining priorities. Following a discussion of the form of the rating and a review of the directions, the teachers can complete the Planning Survey. Results can be tallied and a list of priorities arranged.

USE OF RATING

Teacher responses to the fifteen items were recorded by item. All responses per each item are weighted (a rating of 4 = 4 points, a rating of 3 = 3 points, a rating of 2 = 2 points, a rating of 1 = 1 point) and summed to give a score representing each item or service. The items are arranged in order high to low to determine priorities for the library media center. High scores for individual items may be recorded in addition to the weighted scores.

Compare this list of priorities to the goals established and prioritized in the Needs Assessment activity. This comparison permits the administrator and the library media specialist to determine the extent to which the goals of the library media center have changed and allows the preparation of specific objectives for meeting the revised priorities.

DISCUSSION

In order to be accepted and implemented, long range plans must relate to the needs of the instructional programs, the students and teachers. You must consider the goals of the school in addition to the goals of the library media center. Try to consider everyone in your planning and evaluation.

1. Determine the needs of the instructional program and set goals.
2. Evaluate collection and services.
3. Survey and establish priorities.
4. Revise goals and plan new program objectives.

The use of checklists, annual reports and ratings aid the library media specialist in evaluating the school library media program's effectiveness and in planning and coordinating future programs. When presented to the school administrator, the data reports and clearly identifies remaining needs and allows the revising of priorities. This permits the cooperative establishment of new objectives and program goals for the library media program.

LIBRARY MEDIA INSERVICE TRAINING PROGRAM

CHECKLIST FOR SERVICES

Check services offered by your library media center:

- _____ Orientation of teachers to center
- _____ Orientation of students to center
- _____ Inservice programs in media use
- _____ Inservice programs in use of equipment
- _____ Information regarding current materials
- _____ Classroom visits to describe subject materials
- _____ Book reviews
- _____ Inter-library loans
- _____ Directory of educational resources in area
- _____ Handbook of library services and organization
- _____ Guidelines and programs for library aides
- _____ Monthly library reports to faculty
- _____ Annual reports to principal
- _____ Library reporting in local newspaper and school newspapers
- _____ Cooperation with teachers in production of instructional materials
- _____ Library and Book Week displays
- _____ Student exhibits
- _____ Bibliographies and lists of special materials
- _____ Catalogs of new materials
- _____ Assist in the selection of materials for specific needs

LIBRARY MEDIA CENTER INVENTORY
CHECK FOR FACILITIES AND PERSONNEL

Check areas of concern in your school library media center:

Facilities

- ☐ Location
- ☐ Lighting
- ☐ Noise Level
- ☐ Discipline
- ☐ Traffic in center
- ☐ Traffic into and out of center

Furniture size and quantity

- ☐ Adequacy of tables
- ☐ Adequacy of desks
- ☐ Adequacy of shelving

Spaces

- ☐ Listening and viewing
- ☐ Leisure reading
- ☐ Reference area
- ☐ Small group or conference area
- ☐ Technical processing area
- ☐ Office
- ☐ AV storage
- ☐ Periodical storage

Staff

- ☐ Adequacy of library staff
- ☐ Adequacy of clerical staff
- ☐ Adequacy of aides and volunteers

LIBRARY MEDIA CENTER
CIRCULATION REPORT

	TOTAL CIRCULATION <u>Hardbacks</u> <u>Paperbacks</u>	AV CIRCULATION	IN LIBRARY USE	REQUEST FOR MATERIALS IN CIRCULATION	REQUESTS FILLED	OTHER REQUESTS
AUGUST						
SEPT.						
OCT.						
NOV.						
DEC.						
JAN.						
FEB.						
MARCH						
APRIL						
MAY						
JUNE						
TOTALS						

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INVENTORY REPORT

MATERIALS INVENTORY

EQUIPMENT INVENTORY

Books	Hardback		Filmstrip Projector	
	Paperback		Filmstrip Viewer	
Encyclopedias			Slide Projector	
Periodicals			Slide Viewer	
Newspapers			Overhead Projector	
Film			Opaque Projector	
Filmstrips			16mm Projector	
Disc Recordings			8mm Projector	
Tape Recordings			8mm Loop Projector	
Video Tapes			TV	
Transparencies			VTR	
Microforms			Record Player	
Vertical file			Listening Station	
College and Career			Projection Cart	
Professional			Projection Screen	
Teaching Kits			Micro Reader	
Realia			Micro Projector	
Maps and Globes			Copy Machine	
			Duplicating Machine	
			Production Equipment	

LIBRARY MEDIA CENTER

PLANNING SURVEY

Directions: The following services are of concern in the planning priorities for the library media center. Please rate the services according to their importance in your library media center. You may assign ratings using a scale from 1 to 4. A check under 1 would mean that you consider the service important. A check under 4 would show little concern.

	1	2	3	4
1. Cooperation between library media center staff, faculty and administration on program development of the center.	_____	_____	_____	_____
2. Development of processes for centralizing or reevaluating collection.	_____	_____	_____	_____
3. Development of processes for organizing materials.	_____	_____	_____	_____
4. Development of library media center objectives.	_____	_____	_____	_____
5. Development of library media guidelines and record keeping procedures.	_____	_____	_____	_____
6. Individual guidance in reading is provided through assistance in selection of reading material.	_____	_____	_____	_____
7. Group guidance is given through book talks, displays and reading lists.	_____	_____	_____	_____
8. Orientation to new students and instruction in the use of the library media center is given.	_____	_____	_____	_____
9. Teaching of reference and research techniques is integrated with the curriculum.	_____	_____	_____	_____
10. Facilities for student use of audio-visual media and equipment are provided.	_____	_____	_____	_____
11. Scheduling of classes permits individual and group use of library media center.	_____	_____	_____	_____
12. Special reports are sent to faculty on new materials.	_____	_____	_____	_____

LIBRARY MEDIA CENTER
PLANNING SURVEY (continued)

	1	2	3	4
13. Orientation is provided for faculty in use of equipment and materials and production of instructional materials.	_____	_____	_____	_____
14. Media center staff consults with faculty on selection and evaluation of library media materials in each subject.	_____	_____	_____	_____
15. Media center staff is informed in advance regarding need for special materials and course change.	_____	_____	_____	_____

LONG RANGE PLANNING

DEVELOPMENT OF A LONG RANGE PLAN

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE DEVELOPMENT OF A PLAN COVERS UNDERSTANDING OF THE LIBRARY MEDIA PROGRAM, AWARENESS OF THE COMPONENTS OF A PLAN, RESPONSIBILITIES OF THE PROFESSIONALS INVOLVED WITH THE LIBRARY MEDIA PROGRAM AND THE PROCESS OF FORMULATING THE PLAN. THIS IS A LABORATORY ACTIVITY.

WHY

A LONG RANGE PLAN GIVES EACH SCHOOL SITE SPECIFIC DIRECTION FOR THE IMPROVEMENT OF THEIR LIBRARY MEDIA PROGRAM. IT BECOMES A COOPERATIVE EFFORT OF THE PERSONNEL INVOLVED WITH THE PROGRAM, THUS HEIGHTENING COMMUNICATION AND COOPERATION.

WHO

THIS ACTIVITY MAY BE USED WITH PRINCIPALS, LIBRARY MEDIA SPECIALISTS, AND THE SUPERINTENDENTS. IT COULD INCLUDE OTHERS AT THE DISTRICT ADMINISTRATIVE LEVEL SUCH AS COORDINATORS, DIRECTORS, OR ASSISTANT SUPERINTENDENTS. THE FINAL PRODUCT (LONG RANGE PLAN) COULD BE PRESENTED TO THE BOARD OF EDUCATION FOR THE PURPOSE OF AWARENESS, ADDITIONAL FUNDING, OR POLICY APPROVAL. IT COULD ALSO BE USED AS A RATIONALE FOR SEEKING ADDITIONAL FUNDS SUCH AS GRANTS, DONATIONS OR OTHER.

WHEN

THIS ACTIVITY REQUIRES AT LEAST 2 TO 2½ HOURS AND WOULD PROBABLY BE SCHEDULED DURING THE DAY. HOWEVER, IT COULD BE SCHEDULED AT NIGHT. ENOUGH TIME SHOULD BE ALLOWED FOR DELIBERATION AND INTERACTION.

WHERE

THIS ACTIVITY SHOULD TAKE PLACE IN A CONFERENCE ROOM LARGE ENOUGH TO HOLD THE SIZE OF THE GROUP COMFORTABLY. (IT COULD BE HELD IN THE LIBRARY MEDIA CENTER OR THE BOARD OF EDUCATION CONFERENCE ROOM.) THE FACILITY SHOULD BE ADEQUATE FOR LISTENING AND VIEWING. TABLES ARE NEEDED AND SHOULD BE ARRANGED FOR EASY DIALOGUE. IF TRANSPARENCIES ARE USED, PREARRANGEMENTS SHOULD BE MADE FOR A SCREEN AND OVERHEAD PROJECTOR.

HOW

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ACTIVITY

LONG RANGE PLANNING

DEVELOPMENT OF A LONG RANGE PLAN

AIM

AWARENESS OF LIBRARY MEDIA PROGRAMS
ANALYSIS OF NEEDS
OVERVIEW OF LIBRARY MEDIA PROGRAMS IN DISTRICT
COMMUNICATION BETWEEN LIBRARY MEDIA SPECIALIST
AND ADMINISTRATORS
DEVELOPMENT OF LONG RANGE PLANS

PURPOSE

COMMUNICATION:

NEEDS - WHERE WE ARE
DIRECTION - WHERE WE WANT TO GO
PROGRAMS - WHAT WE MUST IMPLEMENT
METHODS - HOW WE ARE GOING TO GET THERE
FINANCING - HOW WE ARE GOING TO PAY FOR IT
PERSONNEL - WHO IS GOING TO DO IT
FACILITIES - WHERE WE ARE GOING TO DO IT
DEVELOPMENT OF A PLAN.

MATERIALS

PROFILE SHEETS FROM EACH SCHOOL IN THE DISTRICT (FROM NEEDS ASSESSMENT - A)

AND/OR

PACKETS OF ASSESSMENT SUMMARIES FROM EACH SCHOOL IN THE DISTRICT (FROM NEEDS ASSESSMENT - B)

OPTIONAL: TRANSPARENCIES

ROBOT CARTOON

ORGANIZATIONAL LIFE HISTORY

PLAN FOR PLANNING

OVERHEAD PROJECTOR

MATERIALS
CONTINUED

HANDOUTS: (ORGANIZATIONAL LIFE HISTORY AND
PLAN FOR PLANNING, IF TRANS-
PARENCIES ARE NOT USED)
LONG RANGE PLANNING
RESPONSIBILITIES AND DUTIES OF
LIBRARY MEDIA SPECIALISTS
RESPONSIBILITIES OF SUPERINTENDENT
AND PRINCIPAL
COMPARISON OF REGIONAL AND STATE
STANDARDS
PLANNING FORMS (FOR YOUR PARTICULAR
STATE AND REGION)

SUPPLE-
MENTARY: HANDOUTS FROM OTHER ACTIVITIES MAY
BE USED AS NEEDED DEPENDING ON
AWARENESS LEVEL OF THE GROUP,
LACK OF PROFESSIONAL PERSONNEL,
OR OTHER PROBLEMS ENCOUNTERED DUR-
ING NEEDS ASSESSMENT.

DIRECTIONS

—————→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Pass out handouts:

If transparencies are not used

{ Organizational Life History
Plan for Planning
Long Range Planning
Responsibilities of Superintendent - Principal
Responsibilities and Duties of Library Media Specialist

(The Robot master may be used as a poster on the wall or as a transparency to set the mood for change. The Organizational Life History and Plan for Planning may also be used as transparencies.)

Approx. 1 hour Allow time for participants to read Organizational Life History. Stimulate thought by asking them to think of where they fit in the chart regarding library media programs. Suggest that since they are gathered here to do some long range planning, they must be in the Growth Mode.

Explain the Plan for Planning. Remark that these are the components of long range planning. Clarify if necessary. Ask for questions. Continue by referring next to the handout Long Range Planning. Allow time for reading of the handout, clarifying any statements if necessary and emphasizing the important points. It could be conveyed that during this meeting this group will be concentrating on Evaluation of Present Programs, Establishment of Goals and Objectives, Establishment of Priorities, Establishment of Policies and Procedures, and Activities for Implementation. However, to keep the plan simple, flexible, adaptable, etc., as suggested in Plan for Planning, evaluation of accomplishments and follow-through should be kept in mind.

State that before the planning process begins everyone should be aware of the responsibilities each holds toward the library media program. Allow time for participants to read the Responsibilities of the Superintendent and the Principal. Clarify if necessary. Ask for questions. Proceed to Responsibilities and Duties of the Library Media Specialist. Explain that these responsibilities are divided into two categories, professional and clerical. If the library media specialists have no clerical help, then they must perform these duties also. Add that the more time that the library media specialist spends on the professional aspects of the job, the greater

the service that can be given. (Each library media specialist could have gone through this sheet and circled in red the number of the duties which are being done at this time. It could help stress the need for clerical aid.) Clarify these responsibilities if necessary. Ask for questions.

Pass out handouts: Profile Sheets for each school in the district with Goal Statement attached or assessment summaries for each school in the district.

Comparison Standards Sheets showing the comparison of state requirements and regional requirements.

Referring again to the Plan for Planning, direct the group's attention to Where You Are: Assessment. State that the Standards Comparison Sheet has been given to them to use as a reference resource in studying the assessment and as a basis for formulating their goals.

Now, have the group examine and discuss each school's Profile Sheet or Assessment Summary.

Allow for questions, explanations and discussion. When all the school's library media programs have been analyzed and discussed, have the group look at the assessments as they fit into a total picture for the district.

Some points to illustrate:

Does one school site lack equipment while others have adequate holdings?

Is there a sequential and developmental plan for Instruction of Library Skills?

Is funding consistent considering enrollment, type of program, number of teachers and quality and quantity of library media collection among sites?

Other points may be suggested or participants may bring up their own observations. When the exchange of ideas appears ended, sum up the discussion by pointing out again some of the ingredients of a high quality library media program, such as competent, knowledgeable and enthusiastic library media specialists, administrative support, financial support, and direction. Communicate that the remainder of the time will be used in that direction.

111

(This is a good time for a break, if one is desired. Allow at least 15 to 20 minutes.)

CONTINUE

Pass out Long Range Planning Forms, one set per participant. Call to their attention that the group will be concentrating on the formulation of an actual plan. Each participant is to plan for his/her own building site. The Superintendent and other district level participants should plan according to their role. Necessarily, the plans developed will be different for each participant since these are to be viewed from his/her position. (These plans will be integrated later.)

Direct the group to give thought within each area; facilities, budget, personnel, collection, service, to where they want to go, how it will be financed, what programs or activities will be implemented and by whom, and when they want to arrive. (Refer back to Plan for Planning.)

At this point, questions or suggestions are appropriate. For example, the Trainer could give illustrations:

Under facilities, the space of the center might be enlarged by removing a wall and adding other space.

Under budget, other avenues of funding might be explored such as grants, donations, etc.

Under personnel, another hour might be added to the time spent in the library media center for the part-time library media specialist.

Under collection, the resources might be reevaluated in terms of community, curriculum, standards, or staff and student use.

Under services, a new service such as the compilation of promotional bibliographies could be added.

Elaborate as needed so there is a clear understanding of what is to be done.

Explain there is nothing sacred about a five year plan. It could well be written for three years or ten years. But for the purpose of this

exercise five years is the span to consider. Give further direction by conveying that what they determine for their fifth year will be where they want to go -- their goals. The participants may want to fill in their intentions for the fifth year first. They might also think of the first year's goals as those objectives which could be accomplished easily, perhaps without additional funds, by reorganization of existing resources. The activities or changes that are delineated from year to year should lead to the long range goals (fifth year level). Reassure the group that there might not be a change in each area for each year. Some might make three changes under collection in one year and ten changes in another year. These changes should enhance the program. Caution them to keep in mind that some changes require additional funds and this should be reflected on the budget sheet if only as a source of funds. However, they should not be too cautious in setting their goals, for much can happen in five years. Repeat that their plan should be flexible, simple, adequate, selective and beneficial. Ask that they refer to the Standards Comparison form, the Profile Sheets or Assessment Summaries, Responsibilities and Duties of the Library Media Specialist handouts, (and other references you might provide for them; i.e. state department of education guidelines if these are available.)

Allow 20 to 30 minutes for the exercise. The time limit can be lessened or expanded as necessary. Allow just enough time to be productive.

DISCUSSION

Allow 15 to 20 minutes for sharing of goals. This can be done by each participant sharing the goals under collection or the participants can share one goal or change in each of the areas. Pull it together by discussing the similarities in the plans of the participants at the same site or by asking for clarification where differences appear. Have the superintendent, if present, share his plans for the different schools in the district.

DEBRIEFING

Remind them that evaluation plans and follow-through plans need to be given thought. These plans just formulated should be reviewed periodically and revised as necessary. Suggest that at the time the plan is reviewed they may wish to fill in the Accomplished column. This will give them a better perspective. Reinforce by stating that much can be accomplished in a five year period through a plan and its implementations. Stress that the library media specialist and the principal at each building level should go over their plans at a later date, perhaps a week or two later. This will give them time to reflect on their proposed changes. (If possible give them time to set up their meeting dates.) At that meeting, their plans should be integrated so that there is one long range plan per building. The principal should be reminded to report progress to the superintendent so the district plan could be kept up to date.

Ask for questions or any further discussion. Distribute the Inservice Training Program Evaluation form. Instruct them to fill out the form leaving any items blank which they feel do not pertain to this exercise. Stress the importance of writing in comments and of giving feedback for the improvement of the activity or presentation. The participants may leave these in a stack on a table as they leave. They are not to sign the forms.

Close the meeting. (Materials may be kept by the participants.)

RESPONSIBILITIES AND DUTIES OF LIBRARY MEDIA SPECIALISTS

PROFESSIONAL LIBRARY MEDIA SPECIALISTS

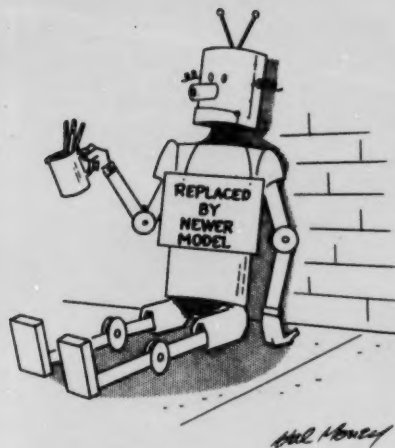
ADULT CLERKS

ADMINISTRATIVE	EDUCATIONAL	TECHNICAL	SECRETARIAL	MECHANICAL
1. Coordinating the library media program. 2. Planning library media center quarters. 3. Selecting & arranging library media furniture & equipment. 4. Scheduling, training, & supervising the adult library media staff. 5. Selecting, supervising, & training student library media assts. 6. Preparing & controlling the library media budget. 7. Keeping accurate financial records. 8. Cooperating with administrative offices. 9. Programming pupil library media center attendance. 10. Planning publicity & public relations. 11. Determining the routines & regulations to implement the library media program. 12. Preparing statistical, financial & progress reports. 13. Organizing & supervising the circulation of library media materials & equipment. 14. Coordinating the services of school library media center & public libraries. 15. Attending departmental & faculty meetings. 16. Cooperating with all school organizations. 17. Participating actively in library media & other educational assoc. 18. Utilizing the services & resources of educational agencies. 19. Conducting periodic needs assessment of the library media program. 20. Evaluating the library media program, services & materials in terms of local needs, & state, regional & national standards.	1. Providing library media services, materials & equipment to meet the needs & interests of all students. 2. Providing library media services, material & equipment to meet the need of the teachers. 3. Giving reference services. 4. Preparing bibliographies. 5. Providing reading guidance for individuals & groups. 6. Instructing individuals & groups in the use of the library media resources, tools & equipment. 7. Serving on curriculum committees. 8. Keeping informed on curriculum development. 9. Reading for professional growth & information. 10. Visiting classrooms to introduce special library media materials. 11. Assisting teachers & students in the production of materials. 12. Planning displays & exhibits. 13. Providing appropriate in-service training for faculty. 14. Providing materials for the professional growth of the faculty. 15. Creating & maintaining atmosphere conducive to effective library media center use.	1. Evaluating & selecting: - books - periodicals - audio-visual materials - audio-visual equipment - pamphlets - pictures - clippings, etc. 2* Acquiring, classifying, cataloging, & shelf-listing these materials & equipment. 3. Preparing special indexes such as short stories, vocational information, plays, biographies, etc. 4. Maintaining information & picture files. 5. Supervising the filing of catalog & shelf-list cards. 6. Providing an opportunity for teacher & student participating in the selection of library materials. 7. Selecting the materials & equipment for rebinding & repairing. 8. Weeding out the obsolete & worn-out materials & equipment from the library media center holdings. 9. Selecting & ordering library media supplies. 10. Studying & simplifying routines, arrangement of center, traffic flow, etc.	1. Typing - Orders for books, A-V materials & equipment, periodicals, supplies, etc. *Book pockets & charging cards *Catalog & shelf list cards - Correspondence - Bibliographies & lists 2. Unpacking materials received & checking orders. 3* Checking & ordering printed catalog cards. 4. Circulating library media materials & equipment 5. Filing - catalog cards - shelf list cards - charging cards - clippings - pamphlets - pictures - periodicals. 6. Checking attendance. 7. Maintaining records of library media center acquisitions. 8. Checking in periodicals. 9. Taking inventory. 10. Opening, sorting, & distributing library media center mail. 11. Sending overdue & fine notices. 12. Collecting fines for overdue, damaged & lost materials & equipment. 13. Keeping the financial & statistical records of the library media center.	1. Shelving & shelf reading. 2. Labeling library media materials, such as pamphlets & pictures, cassettes, etc. 3. Reinforcing magazines & paper-bound materials. 4. Pasting pockets & date-due slips. 5. Stamping all library media materials & equipment with ownership mark or for Title funds. 6. Cleaning & mending library media center materials & equipment. 7. Mounting pictures & clippings. 9. Mimeographing or duplicating needed materials. 10. Maintaining an orderly library 11. Making posters & bulletin boards. 12. Clipping newspapers and magazines.

* May be done by
Centralized Processing Services

Adapted from: Michigan Association of School Librarians
What School Librarians Do n.d.

**If you continue to think the
same way for 3 years,
you are out of date!!**



4 - WAY MODEL OF ORGANIZATIONAL
LIFE HISTORY

	STAGNATION MODE	VITALITY MODE
STABLE MODE	EXISTENCE "Just being there...without any visible signs of life or health.....if a brick falls, you let it lay"	SURVIVAL "Fighting to hang onto the crumbling structure of social, political, and economic change...if a brick falls, you replace it"
MOTIVE MODE	DRIFTING "Just going along...whichever way the wind or currents blow or run...like a boat without a mast or rudder...if a brick falls, it's too late to go back and get it"*	GROWTH "Using pressure, crisis, and change as nutrients and stimuli for more and better programs and services... if a brick falls, you might replace it with two, or you might tear down the whole thing and build something better"
	RESULTS DECAY AND ULTIMATE DEATH... EVENTUAL ABSORPTION INTO THE BACKGROUND	RESULTS YOU AND YOUR ORGANIZATION BECOME LEADERS...EVENTUAL LANDMARKS OR GUIDEPOSTS IN SOCIAL DEVELOPMENT

*Brick boats may be unusual...but then, what isn't?

From: National Rehabilitation Development and Training Workshop
Materials, February, 1975. University of Oklahoma, Continuing
Education and Public Service.

WHERE YOU ARE:

ASSESSMENT

PLAN FOR PLANNING

WHERE DO YOU WANT TO GO:

LONG RANGE PLANNING

SIMPLE

SELECTIVE

ADAPTABLE

FLEXIBLE

BENEFICIAL

HOW ARE YOU GOING TO PAY
FOR THE TRIP?

FINANCING - BUDGETING

HOW WILL YOU TRAVEL:

METHODS
ACTIVITIES
PROGRAMS

WHO IS GOING TO DRIVE:

PERSONNEL
STAFFING

WHEN YOU WANT TO ARRIVE:

TARGETS

From: National Rehabilitation Development and Training Workshop
Materials, February 1975. University of Oklahoma Continuing
Education and Public Service.

LONG RANGE PLANNING

In order to develop an effective and meaningful library media program that will further the achievement of the educational goals of the school, it is necessary to establish a plan of action. The following sequential steps should be considered.

Evaluation of Present Program - A thorough assessment of the library media program would help to understand the present situation and would help to identify the program's needs. The present status of the library media program could then be compared to State, national and accreditation standards and to the established goals of the district.

Establishment of Goals and Objectives - Goals and objectives for the school's library media center should be cooperatively established in the areas of budgeting, staffing, facilities, resources and program. The program should include the philosophy and role of the center, the coordination of the program with the curriculum, the communication lines, and the educational climate necessary to enhance the program.

Establishment of Priorities - The assessment of the program should be examined cooperatively to identify the areas in need of improvement in order to set short range and long range goals.

Establishment of Policies and Procedures - Written policies should be developed cooperatively in the areas of selection, gifts, purchasing, scheduling, utilization, maintenance and reconsideration of materials. These policies should be consistent with the written philosophy of the library media program. Job descriptions for the library media center staff should be developed to establish the functions and responsibilities to be assumed by the personnel.

Activities for Implementation - Methods of providing for the achievement of the goals established should be developed. These could include scheduling procedures; record-keeping procedures in the areas of circulation, expenditures, utilization of the center, selection, collection of resources, and maintenance and repairs; production; inservice; public relations; facilities; budgeting; and curriculum.

Evaluation for Goal Accomplishment - An evaluation to determine the accomplishment of the established goals should be conducted. This could be on-going and at termination. Record keeping procedures and annual reports could be used

to aid in the evaluation.

Follow-through - A continuous on-going assessment of the long-range program should insure a progressive growth in the effectiveness of the library media program.

SUPERINTENDENT - PRINCIPAL COOPERATION IMPROVES
LIBRARY MEDIA INSTRUCTION

Responsibility of the Superintendent

In order to influence the use of materials, the superintendent should include library media specialists on curriculum committees. In this way, instructional materials are built into the curriculum implementation.

Superintendents should encourage principals to have the same kind of participation by the library media specialist on school committees working with curricula.

Superintendents are responsible for providing adequate staff, sufficient materials, and funds to enable the school to move toward its goals.

Responsibility of the Principal

The library media program is a reflection of the educational goals of the principal. No one aspect of the school can more quickly inform the visitor of the cirrucular philosophy of the school administrator.

The principal should reasonably expect the library media specialist on the faculty to be professionally able and willing to identify library media center needs and to make recommendations for meeting them.

Principals do not need to be experts in library media. Principals do need to understand why a library media center is important in a school.

Principals do need to know the characteristics of a good collection of library media materials, how much this will cost, and how much personnel is required to make the library media center a real force in the lives of students and teachers.

Principals should give educational leadership in library media development, identifying areas requiring firm and well-defined policy (such as materials selection policy), see that classroom teachers are involving their library media specialist in a team relationship in all instructional planning and in building the library media collection as well as determining its best uses.

Principals should encourage continuous evaluation of the library media center's services as a means of improvement, and create a faculty committee to promote further library media program development.

COMPARISON OF NORTH CENTRAL ASSOCIATION AND OKLAHOMA STATE REGULATIONS ON LIBRARY MEDIA

The following comparison is taken from the 1976-77 North Central Policies and Standard Manual and the 1976 Annual Bulletin for Elementary and Secondary Schools. The State Department of Education recommendation for library media services are contained in the new Guidelines for Library Media Programs in Oklahoma.

E L E M E N T A R Y

PERSONNEL

Annual Bulletin for Elementary and Secondary Schools

Districts who have central libraries shall provide supervisor who is certified or who has 15 hours library science plus an elementary certificate.

North Central Policies and Standard Manual

Fewer than 400 children = one-half time professional

400 children or more = 1 full-time professional

COLLECTION

Elementary school library shall contain suitable reference books, sets of supplementary readers, functional readers and recreational reading interests.

2,000 volumes, exclusive of textbooks or 10 vol. per child. The program shall consist of a balanced collection of print materials, non-print materials and instructional/learning equipment and supplies adequate in quality and quantity.

EXPENDITURES

\$5.00 per pupil for first 200 pupils,
but not less than \$400

\$4.00 per pupil for the next 300

\$3.00 per pupil for each pupil above 500

Fewer than 400 children = \$6.00 per pupil

Over 400 children = \$2,400 for the first 400
pupils plus \$4.00 for each
additional pupil

JUNIOR HIGH

PERSONNEL

Annual Bulletin for Elementary and Secondary Schools

Less than 150 students, teacher-librarian
1 period a day with 3 hours cataloging
and/or classification

151 - 300 students, teacher-librarian
2 periods a day and 9 hours of library
science (3 of which shall be cataloging
and classification)

301 - 599 students, teacher-librarian
3 periods and 15 hours of library science

600 students, full-time and certified

North Central Policies and Standard Manual

Less than 400 pupils = one-half time
professional

400 or more pupils = full-time pro-
fessional

COLLECTION

Adequate selection of books and other
library materials shall be furnished

Adequate supply of books, software and
equipment. (interpretative Note) 1,200
books or 5 books per pupil plus 3 for
each pupil above 500

EXPENDITURES

\$5.00 per pupil for the first 200
students, but not less than \$400

\$4.00 per pupil for the next 300 students.

\$3.00 per pupil for each student above
500 students

Fewer than 500 = \$6.00 per student

500-999 = \$3,000 for first 500 students plus
\$4.00 per student above that

1,000 - 1,999 = \$5,000 for first 1,000 students
plus \$3.50 per student above that

Above 2,000 = \$8,500 for first 2,000 students
plus \$2.50 per student above that

H I G H S C H O O L

PERSONNEL

Annual Bulletin for Elementary and Secondary Schools

Less than 100 students, 1 period per day
excluding study hall, 6 hrs. library
science (3 of which is cataloging and
classification)

100 - 199 = 2 periods per day, 15 hours of
library science (3 of which shall be cata-
loging and classification)

200 - 499 = on-half day, 15 hours of
library science

500 - 1,499 = full-time certified

Materials may include books and other
printed materials, films, filmstrips,
recordings, maps, charts and newer
media.

COLLECTION

North Central Policies and Standard Manual

Less than 300 = one-half time professional

300 - 1,499 = one full-time

Over 1,500, at least 2 full-time professionals

2,500 books exclusive of textbooks

Fewer than 200 = 2,500

200 - 499 = 2,500 plus 8 books per student over 200

500 - 999 = 4,900 plus 6 books per student over 500

1,000 - 1,999 = 7,900 plus 4 books per student
over 1,000

Over 2,000 = 11,900 plus 2 books per student
over 2,000

EXPENDITURES

\$5.00 per pupil first 200 pupils, but not
less than \$400

\$4.00 per pupil for next 300 pupils

\$3.00 per pupil above 500

Fewer than 500 = \$6.00 per student

500 - 999 = \$3.000 for the first 500 plus \$4.00
per student above that

1,000 - 1,999 = \$5,000 for the first 1,000 students
plus \$3.50 per student above that

Above 2,000 = \$8.50 for the first 2,000 students
plus \$2.50 per student above that

P R O F I L E S H E E T

(Name of School) _____

(School District) _____

Items considered important (most important one circled). Numbers refer to goal statements.

PARTICIPANTS:

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
----	----	----	----	----	----	----	----	----	-----	-----

(Asterisks () indicate more than one teacher's comments.)*

STRENGTHS:

WEAKNESSES:

IDENTIFIED NEEDS FOR CHANGE:

LIBRARY MEDIA SERVICES USED:

160

GOAL STATEMENTS

1. PROVIDE ACCESS TO MATERIALS AND EQUIPMENT AND SPACE.
2. PROVIDE FOR EFFECTIVE USE OF SPACE FOR INDIVIDUALS AND GROUPS.
3. PROVIDE FOR CIRCULATION OF MATERIALS AND EQUIPMENT.
4. ORGANIZE AND ARRANGE LIBRARY MEDIA MATERIALS AND EQUIPMENT FOR EFFECTIVE USE.
5. ADMINISTER THE LIBRARY MEDIA CENTER EFFICIENTLY USING WRITTEN POLICIES, PROCEDURES, RECORDS AND REPORTS.
6. PROVIDE REFERENCE MATERIALS FOR SELF-HELP.
7. IDENTIFY LOCATION OF MATERIALS IN CENTER.
8. IDENTIFY LOCATION OF MATERIALS NOT IN CENTER.
9. ALERT THE USER TO SERVICES THROUGH VARIOUS MEANS SUCH AS DISPLAYS, BROCHURES, MEDIA.
10. ASSIST IN COMPILING BIBLIOGRAPHIES ON SPECIFIC TOPICS.
11. PROVIDE REFERENCE ANSWERING SERVICE.
12. ASSIST IN PRODUCTION OF MATERIALS BY TEACHERS OR STUDENTS.
13. PROVIDE INSTRUCTION IN THE USE OF THE LIBRARY MEDIA CENTER.
14. PROVIDE INSTRUCTION IN RESEARCH SKILLS.
15. PROVIDE INSERVICE TRAINING FOR STAFF ON UTILIZATION OF EQUIPMENT AND MATERIALS, PRODUCTION OR MATERIALS.
16. PROVIDE READING, LISTENING AND VIEWING GUIDANCE.

17. CONSULT WITH INDIVIDUAL TEACHERS ON SELECTION AND UTILIZATION OF LIBRARY MEDIA MATERIALS FOR INSTRUCTION.
18. CREATE AWARENESS OF CURRENT LIBRARY MEDIA PROGRAM AND ITS SERVICES.

LIBRARY MEDIA INSERVICE TRAINING PROGRAM

CHECKLIST

Check materials in the following list for which selection criteria are available.

- _____ Fiction
- _____ Nonfiction
- _____ Textbooks
- _____ Periodicals
- _____ Program and Learning Packets
- _____ Reference Material
- _____ Audiovisual Equipment
- _____ Film
- _____ Filmstrips
- _____ Slides
- _____ Disc Recordings
- _____ Tape Recordings
- _____ Professional Collection

LIBRARY MEDIA INSERVICE TRAINING PROGRAM

CHECKLIST FOR SERVICES

Check services offered by your library media center:

- _____ Orientation of teachers to center
- _____ Orientation of students to center
- _____ Inservice programs in media use
- _____ Inservice programs in use of equipment
- _____ Information regarding current materials
- _____ Classroom visits to describe subject materials
- _____ Book reviews
- _____ Inter-library loans
- _____ Directory of educational resources in area
- _____ Handbook of library services and organizations
- _____ Guidelines and programs for library aides
- _____ Monthly library reports to faculty
- _____ Annual reports to principal
- _____ Library reporting in local newspapers and school newspapers
- _____ Cooperation with teachers in production of instructional materials
- _____ Library and Book Week displays
- _____ Student exhibits
- _____ Bibliographies and lists of special materials
- _____ Catalogs of new materials
- _____ Assist in the selection of materials for specific needs

LIBRARY MEDIA INSERVICE TRAINING PROGRAM
CHECKLIST FOR ORGANIZATION AND ARRANGEMENT

Check areas in the operation of your school library media center where:

1. Standard or written procedures are used in organizing print materials:

- ☐ Ordering
- ☐ Cataloging
 - ☐ Dewey Decimal System
 - ☐ Accession Number
 - ☐ Other organizational system
- ☐ Classifying
 - ☐ Sears
 - ☐ Subject Authority File
- ☐ Processing materials
- ☐ Filing catalog cards
- ☐ Shelving materials
- ☐ Circulating materials
- ☐ Reserving materials
- ☐ Scheduling use
- ☐ Maintenance of materials

2. Standard or written procedures are used in organizing audiovisual materials:

- ☐ Ordering
- ☐ Cataloging
 - ☐ Dewey Decimal System
 - ☐ Accession Number
 - ☐ Other organizational system
- ☐ Classifying
 - ☐ Sears
 - ☐ Subject Authority File
- ☐ Processing materials
- ☐ Filing catalog cards
- ☐ Shelving materials
- ☐ Circulating materials
- ☐ Reserving materials
- ☐ Scheduling use
- ☐ Maintenance of materials

LIBRARY MEDIA CENTER INVENTORY
CHECKLIST FOR FACILITIES AND PERSONNEL

Check areas of concern in your school library media center:

Facilities

- _____ Location
- _____ Lighting
- _____ Noise level
- _____ Discipline
- _____ Traffic in Center
- _____ Traffic into and out of Center

Furniture size and quantity

- _____ Adequacy of tables
- _____ Adequacy of desks
- _____ Adequacy of shelving

Spaces

- _____ Listening and viewing
- _____ Leisure reading
- _____ Reference area
- _____ Small group or conference area
- _____ Technical processing area
- _____ Office
- _____ Audiovisual storage
- _____ Periodical storage

Staff

- _____ Adequacy of library staff
- _____ Adequacy of clerical staff
- _____ Adequacy of aides and volunteers

P L A N N I N G F O R M

NAME OF DISTRICT _____ DATE _____

LIBRARY MEDIA PROGRAM FIVE YEAR PLAN FOR _____

YEAR	F A C I L I T I E S	
	Projected	Accomplished
1		
2		
3		
4		
5		

P L A N N I N G F O R M

NAME OF DISTRICT _____ DATE _____

LIBRARY MEDIA PROGRAM FIVE YEAR PLAN FOR _____

YEAR	B U D G E T	
	Projected	Accomplished
1		
2		
3		
4		
5		

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P L A N N I N G F O R M

NAME OF DISTRICT _____ DATE _____

LIBRARY MEDIA PROGRAM FIVE YEAR PLAN FOR _____

YEAR	P E R S O N N E L	
	Projected	Accomplished
1		
2		
3		
4		
5		

P L A N N I N G F O R M

NAME OF DISTRICT _____ DATE _____

LIBRARY MEDIA PROGRAM FIVE YEAR PLAN FOR _____

YEAR	C O L L E C T I O N	
	Projected	Accomplished
1		
2		
3		
4		
5		

P L A N N I N G F O R M

NAME OF DISTRICT _____ DATE _____

LIBRARY MEDIA PROGRAM FIVE YEAR PLAN FOR _____

YEAR	S E R V I C E S	
	Projected	Accomplished
1		
2		
3		
4		
5		

LIBRARY MEDIA INSERVICE TRAINING
PROGRAM EVALUATION

	Excellent	Good	Fair	Poor
A. Rate learning in each area in terms of usefulness:				
1. Long range planning	_____	_____	_____	_____
2. Facility planning	_____	_____	_____	_____
3. Policy statements and reports	_____	_____	_____	_____
4. Purchasing procedures	_____	_____	_____	_____
5. Budgeting	_____	_____	_____	_____
6. Record keeping procedures	_____	_____	_____	_____

Comments: _____

B. Rate the inservice program in the following areas:				
1. Preassessment of needs	_____	_____	_____	_____
2. How did the program meet your objectives	_____	_____	_____	_____
3. Program's involvement of library media specialist, staff and administration	_____	_____	_____	_____
4. Usefulness of training materials	_____	_____	_____	_____
5. Use of varied training activities	_____	_____	_____	_____
6. Usefulness of training activities	_____	_____	_____	_____

Comments: _____

C. Do you feel that the inservice program improved your competencies for:				
1. Ability to coordinate library media operation	_____	_____	_____	_____
2. Creating a positive atmosphere allowing for open communication	_____	_____	_____	_____
3. Ability to plan and make decisions	_____	_____	_____	_____

Comments: _____

LIBRARY MEDIA INSERVICE TRAINING
PROGRAM EVALUATION (continued)

	Excellent	Good	Fair	Poor
D. Rate the Training Specialist in the following areas:				
1. Planning and preparation of in-service training activities	_____	_____	_____	_____
2. Presentation of training activities	_____	_____	_____	_____
3. Knowledge of subject matter	_____	_____	_____	_____
4. Coordination of inservice program	_____	_____	_____	_____
5. Effective utilization of time	_____	_____	_____	_____

Comments: _____

E. As a result of the inservice program, are any changes planned in library media services in the areas listed in "A"? _____

F. In which areas do you plan these changes? _____

Explain: _____

G. What were the most useful aspects of the inservice program to you? _____

Why? _____

H. What were the least useful? _____

Why? _____

I. What other activities might be included in the inservice program? _____

LONG RANGE PLANNING

FACILITY PLANNING

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE FACILITY PLANNING ACTIVITY COVERS THE AWARENESS OF FACILITY NEEDS FOR THE LIBRARY MEDIA PROGRAM, COMMUNICATION AND COOPERATION AMONG THE ARCHITECTURAL FIRM, THE SCHOOL ADMINISTRATORS AND THE LIBRARY MEDIA STAFF, AND THE TECHNICAL ASSISTANCE FROM THE TRAINER.

WHY

GOOD FACILITY PLANNING SHOULD INCLUDE TIME AND RESOURCES SPECIFICATIONS, CONSIDERATION OF NEEDS AND COST, AND TYPE OF LIBRARY MEDIA PROGRAM DESIRED. AWARENESS OF GOOD PRACTICES AND LIBRARY MEDIA NEEDS CAN RESULT IN BETTER LIBRARY MEDIA CENTERS.

WHO

THIS ACTIVITY MAY BE USED WITH THE SCHOOL SUPERINTENDENT, THE PRINCIPAL AND THE LIBRARY MEDIA SPECIALIST. IT COULD INCLUDE THE ARCHITECT, THE FURNITURE REPRESENTATIVE OR CARPENTER IF FURNITURE IS BEING BUILT. THE NEEDS WOULD DICTATE THE GROUP, WHETHER IT IS A REMODELING OF A LIBRARY MEDIA CENTER OR A NEW BUILDING. THE AWARENESS LEVEL OF THE PARTICIPANTS WOULD DICTATE THE AMOUNT OF TECHNICAL ASSISTANCE NEEDED.

WHEN

THIS ACTIVITY NEEDS TO TAKE PLACE DURING THE LIBRARY MEDIA CENTER'S PLANNING STAGE, NOT AFTER THE BUILDING IS STARTED OR THE REMODELING COMPLETED. THE TRAINER SHOULD WORK CLOSELY WITH THE GROUP OR GROUPS UNTIL A PLAN IS FINALIZED. FURTHER ASSISTANCE MAY BE GIVEN AS THE PLAN IS IMPLEMENTED.

WHERE

THE CONFERENCES SHOULD BE HELD AT THE SCHOOL SITE WHERE THE TRAINER CAN USE THE EXISTING LIBRARY MEDIA CENTER FOR EXAMPLES. SUCCEEDING MEETINGS COULD BE HELD AT A FURNITURE SUPPLY HOUSE, A MODEL OR EXEMPLARY LIBRARY MEDIA CENTER OR AT THE BUILDING SITE.

HOW

→
TURN THE PAGE

175

ACTIVITY

LONG RANGE PLANNING

FACILITY PLANNING

AIM

AWARENESS OF NEEDS
SPACE
ARRANGEMENT
FURNITURE AND SHELVING
COMMUNICATION AMONG GROUPS
TECHNICAL ASSISTANCE

PURPOSE

COMMUNICATION
PLANNING
INFORMATION

MATERIALS

GUIDELINES (STATE AND REGIONAL)
FURNITURE CATALOGS
PLANNING KIT
FLOOR PLAN (FURNISHED BY SCHOOL DISTRICT)
REFERENCES

DIRECTIONS

—————→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Instructions to Trainer

Guide- lines

The state and regional guidelines are secured from any State's Administrative Handbook and the guidelines of the state's regional organization (i.e. Annual Bulletin for Elementary and Secondary Schools: Recommendations Regulations and Criteria for Accrediting and Improving the Schools of Oklahoma, July 1977 and Policies and Standards for the Approval of Secondary Schools, 1976-77. North Central Association of Colleges and Schools.)

Furni- ture Cata- logs

Any library media furniture catalogs acquired from supply houses can be used to show examples of different types of furniture available. Enclosed is a list of Furniture Suppliers, Library Suppliers, and Prints and Reproductions Suppliers.

Plan- ning Kit

A planning kit can be made by purchasing a magnetic board and magnetic strips at any arts supply house. The strips can then be measured and cut out into shapes of library furniture, using a $\frac{1}{4}$ inch scale. (These strips can be cut with scissors.) The paper floor plan can be placed on the magnetic board and the magnetic pieces can be manipulated on the floor plan into the desired positions. When the desired floor plan is achieved, the furniture pieces can be reproduced on the floor plan by tracing around the pieces or by inverting it and using a photo copier.

This activity can be followed by the activity Arrangement - Traffic Flow from the Organization and Arrangement of the Library Media Center Module.

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NEW BUILDINGS

A conference should be set up with the superintendent. The principal and the library media specialist should be present. During this conference, the Trainer will identify the needs of the library media program in terms of instructional level, (elementary, Jr. High, Middle school or secondary) enrollment, number of teachers, type of educational program (open or traditional) type of library media program (to include audiovisual materials, equipment, film viewing, interest centers, programmed instruction, etc.) amount of funds available, furniture and shelving to be bought, built or transferred, resources available, on order or to be purchased, etc. A copy of the floor plans should be acquired at this time. A future meeting should be set up to offer suggestions and alternative floor plans if requested. If the building is not yet built, suggestions on space size, walls, lighting, location, etc. could be given to the superintendent and architect. Possibilities for future expansions should be kept in mind.

The second meeting should cover suggestions for furniture (quantity, type, size, etc.) and shelving (type, size, quantity needed to hold the anticipated collection balanced by growth and circulation projections.) Suggested floor plans which the Trainer has designed can be presented. Many furniture supply houses offer a planning service which the Trainer can utilize.

The following should be considered:

- Space (size and arrangement of rooms)
- Lighting
- Wall space
- Carpeting
- Electrical outlets
- Location within building
- Arrangement of shelving
- Arrangement of furniture
- Traffic pattern (see Traffic Flow Activity)
- Location of areas (reference, periodicals, leisure reading, study carrels, etc.)

Supervision
Work area
Storage area

If state or regional requirements apply in terms of size of collection, seating capacity, etc., these should be considered.

Several floor plan alternatives should be presented by the Trainer to the superintendent and/or to the architect so that the district can have a choice in terms of design and cost.

REMODELING

The same procedure as the one for NEW BUILDING should be followed when assisting with remodeling. Limitations would exist in terms of location and expansion. However, recommendations can be given as to use of space, windows, non-supporting walls, lowering of ceilings, placement of lights, electrical outlets, etc. Arrangement of shelving and furniture, traffic flow and placement of service areas (reference, periodicals, career areas, etc.) can be suggested. The desired result is a warm, inviting and usable facility with flexibility for future expansion if possible.

EVALUATION

The Program Evaluation form on Long Range Planning can also be used for this exercise. If using the form, have each person who participated in the planning conferences fill out a form. Instruct them to fill out the form leaving any items blank which they feel do not pertain to this exercise. Stress the importance of writing comments and of offering feedback for the improvement of the activity or presentation. The participants may leave these in a stack on a table as they leave. They are not to sign the forms.

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-Library Journal, April 1, 1969

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THE LIBRARY MEDIA COLLECTION MODULE

ACTIVITY A & B

DEVELOPMENT OF A COLLECTION

A

CENTRALIZING A COLLECTION

B

BEGINNING A NEW COLLECTION

ACTIVITY

MATERIALS SELECTION POLICY

ACTIVITY

EVALUATION OF A COLLECTION

ACTIVITY

SPECIAL COLLECTIONS

CAREER AND COLLEGE

REFERENCE

INFORMATION FILES

PROFESSIONAL

THE LIBRARY MEDIA COLLECTION

For an effective and useful library media program, careful planning is a must. The following are considerations when striving to achieve a balanced collection.

Curriculum Design -- Resources are only as good as their usefulness in terms of the school's curriculum. The materials should be selected in relation to the school's community and curriculum needs. This provides for individualization of the library media program.

The materials should reflect the number of students enrolled in each curriculum area, the utilization of the materials, and the resources available for that content area. This provides for balance. The materials selected should be tailored to the school community and should be relevant to the times. Both print and nonprint resources should be provided and the proper equipment to insure the use of the nonprint materials should be acquired.

Selection Procedures -- Careful selection of materials is of utmost importance. The establishment of written policies for selection, gifts, reevaluation, replacements and reconsideration of controversial materials provides for direction and continuity and insures fairness.

These written policies should reflect the curriculum and the community's standards. They should provide for staff and student involvement in the selection.

Special areas and resources should be kept in mind when balancing the collection. Specialized materials in reference, professional, college, career and vocational areas should be selected to meet the needs of the school. Resources available from other agencies also need to be considered.

Reevaluation of the collection -- Once the collection is established, written policies should be provided to serve as guidelines for keeping the collection balanced and up-to-date. When reevaluating the materials for weeding, staff involvement and records of utilization of the resources should be employed.

THE LIBRARY MEDIA COLLECTION

DEVELOPMENT OF A COLLECTION - A

CENTRALIZING A COLLECTION

GENERAL INSTRUCTIONS TO TRAINER

WHAT

A CENTRALIZED LIBRARY MEDIA COLLECTION PROVIDES A VARIETY OF RESOURCES ENRICHING THE INSTRUCTIONAL PROGRAM, AND INCREASING THE LEISURE MATERIALS AVAILABLE TO THE USER. THE ADVANTAGES OF A CENTRALIZED COLLECTION AND PROCESS OF CENTRALIZING CLASSROOM HOLDINGS IS INCLUDED IN THIS ACTIVITY.

WHY

AWARENESS OF THE ADVANTAGES OF A CENTRALIZED COLLECTION AND A SIMPLIFIED METHOD OF CENTRALIZING THE RESOURCES CAN FACILITATE THE PROCESS.

WHO

TEACHERS, ADMINISTRATORS AND LIBRARY MEDIA SPECIALISTS SHOULD UNDERSTAND THE RATIONALE FOR CENTRALIZATION AND OPEN COMMUNICATION SHOULD BE ESTABLISHED AT THE ONSET OF THE PROCESS. THEREFORE, ALL OF THE PROFESSIONAL SCHOOL STAFF SHOULD PARTICIPATE IN THIS ACTIVITY.

WHEN

THIS ACTIVITY SHOULD BE CONDUCTED AT THE TIME OF CONSIDERATION OF A CENTRALIZED COLLECTION. IT CAN SET THE BASIS FOR A SMOOTH TRANSITION. IT SHOULD TAKE PLACE AT LEAST THREE OR FOUR MONTHS BEFORE THE ANTICIPATED COMPLETION DATE. PART I, INVOLVING THE ENTIRE SCHOOL STAFF, TAKES ONE AND HALF HOURS TO TWO HOURS.

PART II, WHICH INVOLVES THE ADMINISTRATORS AND THE LIBRARY MEDIA SPECIALISTS, TAKES A MINIMUM OF AN HOUR AND A HALF.

WHERE

THIS ACTIVITY SHOULD TAKE PLACE IN A LIBRARY MEDIA CENTER OF THAT DISTRICT IF THERE IS ONE. IF NOT, THE ACTIVITY SHOULD TAKE PLACE IN THE SCHOOL DESIRING TO CENTRALIZE THEIR LIBRARY MEDIA MATERIALS.

HOW

TURN THE PAGE

ACTIVITY

THE LIBRARY MEDIA COLLECTION

DEVELOPMENT OF A COLLECTION - A CENTRALIZING A COLLECTION

AIM

AWARENESS OF THE LIBRARY MEDIA PROGRAM IN
THE SCHOOL.
UNDERSTANDING OF THE VALUE OF A CENTRALIZED
COLLECTION.
UNDERSTANDING OF THE PROCESS OF CENTRALIZING
A COLLECTION.
ESTABLISH OPEN COMMUNICATION AND COOPERATION
AMONG TEACHERS, ADMINISTRATORS AND LIBRARY
MEDIA SPECIALISTS.

PURPOSE

AWARENESS
UNDERSTANDING
COOPERATION
COMMUNICATION
PROCESS SKILLS

MATERIALS

HANDOUTS:

CENTRALIZING AUDIO-VISUALS
CENTRALIZED LIBRARY MEDIA COLLECTIONS

EVALUATING AND SELECTING MATERIALS
INITIAL COLLECTION FOR ELEMENTARY SCHOOLS
CRITERIA FOR SELECTION OF JUVENILE MAGAZINES
SUGGESTED CAREER EDUCATION MATERIALS
CRITERIA FOR SELECTION OF BOOK MATERIALS
CRITERIA FOR SELECTION OF NON-PRINT
MATERIALS
CRITERIA FOR SELECTION OF INDIVIDUALIZED
INSTRUCTION PROGRAMS

MATERIALS
CONTINUED

* { CATALOGING PROCEDURES
CATALOGING OF NON-BOOK MATERIALS
PROCESSING OF BOOKS
CLASSIFICATION PROCEDURES FOR BOOKS
SUGGESTED SIMPLE PROCEDURES FOR ORGANIZING
A BASIC BOOK COLLECTION AND CARD CATALOG
ORGANIZATION OF NON-BOOK MATERIALS IN THE
SCHOOL LIBRARY MEDIA CENTER
SUGGESTED PROCEDURES FOR PROCESSING, FILING
AND SHELVING

ANY OTHER RELATED MATERIALS

- * THESE HANDOUTS CAN BE FOUND UNDER DEVELOPMENT OF A COLLECTION - B
BEGINNING A NEW COLLECTION.

THE NEEDS ASSESSMENT ACTIVITY - A, UNDER THE
LONG RANGE PLANNING MODULE CAN BE USED AS
PART I OF THIS ACTIVITY. THE MODIFICATIONS
NEEDED WILL BE DISCUSSED IN THE DIRECTIONS
FOR THIS ACTIVITY.

THE AWARENESS ACTIVITY UNDER THE LONG RANGE
PLANNING MODULE CAN BE USED AS A PRELIMINARY
ACTIVITY SHOWING THE VALUE OF A COORDINATED
LIBRARY MEDIA PROGRAM.

IN CONJUNCTION WITH PART II, VARIOUS ACTIVI-
TIES FROM THE FOUR MODULES ARE MENTIONED AS
POSSIBLE ADDITIONAL INSERVICE SESSIONS.

DIRECTIONS

TURN THE PAGE →

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PRUPOSES.

DIRECTIONS

PART I

If the Awareness Activity from the Long Range Planning Module is used, time should be allowed for it. Follow the directions given under that activity. That exercise should be followed by the Needs Assessment Activity - A from the same module.

In using the Response Sheet given with the Goal Game, in the Needs Assessment Activity - A, the first half of the activity may be used as presented. At this point, the Advantages listed in the handout, "Centralized Library Media Collections", should be given and clarified. Instead of identifying strengths and weaknesses of the existing library media program, this section of the activity can be changed to identifying strengths and weaknesses of a centralized library media program. Ask the participants to list on the Response Sheet three advantages and three disadvantages of a centralized library media program. The discussion that ensues should center on the strengths and weaknesses of the centralization and the discussion should be led to bring forth possible solutions to any identified problems. Effort should be made to leave the group with a positive attitude toward centralization.

These two activities should involve teachers, administrators and the library media staff. This could constitute a major part of a workshop.

The remainder of the time should be spent with the administrators and the library media staff discussing procedures in the centralization process.

PART II

Pass out handouts: Centralizing Audio Visuals and Centralized Library Media Collections.

Present to the group the statements listed under Teacher's Fears in handout "Centralized Library Media Collections". Allow for feedback. Now go over each item under Procedures for Centralizing in the same handout. Allow for any clarification needed.

Proceed to the section of the handout entitled Steps to Centralization. Pass out handouts before beginning this part: "Initial Collection for Elementary Schools Materials," and the remaining handouts.

Clarification may follow in this manner:

1. Hire the library media specialists. This person should be a certified professional library media specialist in order to assure maximum service. Good service to the teachers is important during the first year or enthusiasm will diminish rapidly.
2. Compile a list of holdings from lists of their classroom collections provided by teachers. The building principal should request each teacher to prepare a list of all the library books and audiovisual materials and equipment which is in their room. The books should be listed according to author, title, publisher and publishing date in order to simplify the ordering of catalog cards. The audiovisual materials and equipment can be listed on forms such as the one included here (see Centralizing Audio-Visual Materials - Sample Form). Even if the audiovisual materials and equipment are not to be centralized at this time, an inventory of holdings can be kept by developing a shelf-list from these forms. The teachers should indicate on these lists by a check or an asterisk which of these resources they are willing to contribute to the centralized collection. Respect their wishes. Good service from the library media center or peer pressure will convince them later.
3. Order library tools. These should include the Dewey Decimal Indexes (Abridged if a small library media center) and Sears List of Subject Headings. (See Bibliography at end of this activity.) Any other tools needed may be added.
4. Order supplies, furniture, etc. The amount of supplies needed for processing should be estimated according to the projected number of books to be acquired from the initial collection, from room collections or through purchases. The shelving needed should be projected for this number plus projected additions

in the first three years. The furniture selection should be determined according to the school, the grades to be served, the size of the center, etc. (See Facility Planning Activity under the Long Range Planning Module.)

5. Develop a written selection policy and guidelines for deciding whether to discard, rebind or repair. A committee should be set up for this purpose or the staff may work as a group. The Evaluation of a Collection activity and the Materials Selection Policy activity from the Library Media Collection Module could be used as a separate inservice session.
6. Have the teacher and the library media specialist, as a team, go through each classroom collection to weed out materials. Avoid placing in the centralized collection worn materials which will not stand up to continuous circulation. These materials might be left in the classroom until time for discarding them.
7. Identify areas in the collection that need building. Plan for future additions, placing priorities on these areas. (Utilize staff involvement.) Refer to the "Evaluating and Selecting Materials" handout. The activity Evaluation of a Collection under the Library Media Collection Module could be used.
8. The library media specialist and the teachers should select materials to be purchased and the library media specialist should place the order. The written materials selection policy should be used.
9. Collect all the materials going into the central library media center, those to be rebound or repaired, and discard those to be discarded. Order catalog cards for those going to the library media center. A box of repair items and one for books needing rebinding can be started. The items that are no longer suitable based on the criteria established in their written materials selection policy should be discarded at this time. As the discards, repairs and rebindings are sorted out these should be marked on the teachers' lists as to their disposition. Catalog cards can be ordered at this time for books or

materials to be centralized. This would include repairs and rebindings.

10. While waiting for the cards, rebinding can be sent out and books, audiovisual materials and equipment can be repaired. The other materials can be placed in order. Arrange the materials according to shelving arrangement. This is also a good time to decide on a floor plan and arrangement of materials. (Traffic Flow activity from the Organization and Arrangement of the Library Media Center Module can be used.) Volunteers can be utilized for repairing the materials. (See Volunteer Aides - Adult activity under the Organization and Arrangement of the Library Media Center Module.)
11. When the cards arrive, process materials. Materials that had no cards available must be cataloged. Use a simplified method. Refer to handouts: Evaluating and Selecting Materials, Cataloging Procedures, Cataloging of Non-Book Materials, Processing of Books, Classification Procedures for Books, Suggested Simple Procedures for Organizing a Basic Book Collection and Card Catalog, Organization of Non-Book Materials in the School Library Media Center, and Suggested Procedures for Processing, Filing and Shelving. Volunteers can be used for typing the cards.
12. Maintain an accurate shelf-list of all materials. This is your list of holdings. The activity Processing - Shelf-List under Organization and Arrangement of the Library Media Center Module can be used.
13. File cards in the card catalog, using the filing instruction. Refer to "Suggested Procedures for Processing, Filing and Shelving" handout. Volunteers may be used for this task.
14. Conduct an orientation for the staff. A pre-school orientation can be held for the teachers to acquaint them with the new program. The Instruction - Orientation activity from the Staff Utilization Module can be used for this purpose.
15. Create a flexible schedule so that all students have an opportunity to use the center. Unscheduled time should be available for individual use. Teachers, administrators and library media staff should work together on this schedule.

16. Set up policies and rules for the use of the facility and the circulation of materials. The activity, Organization - A: Developing a Handbook for the Library Media Center from the Organization and Arrangement of the Library Media Center Module can be used.
17. Publicize--use posters, articles in the school paper, announcements on the intercom, flyers to the parents, contests, or any other techniques that will advertise the new center. Hold an open house for teachers, parents and students.

Allow for questions or discussion. Set up any other meetings or inservice sessions that may be necessary.

NOTE

Various activities from the four modules have been mentioned in this activity. These activities can be integrated into a series of inservice sessions undertaken throughout the year as needed. Determination of use is dependent on need. The expertise of the library media staff and awareness of teachers and administrators will dictate the need.

CENTRALIZING AUDIO-VISUAL MATERIALS

SAMPLE FORM

SUBJECT <u>Maps</u>		TYPE OF MEDIA <u>Filmstrips</u>
GENERAL CALL NUMBER _____		ASSOCIATED SUBJECTS <u>Social Studies</u>
ACCESSION NO. _____		<u>Library Skills, Science</u>
TITLE <u>Learning to Use Maps</u>		
DATE OBTAINED <u>1966-67</u>	AUTHOR, PUBLISHER OR COMPANY <u>Britannica</u>	
	<u>Encyclopedia Films</u>	
PHYSICAL DESCRIPTION - COLOR _____ B & W _____		NUMBER IN SET <u>6</u>
SOURCE <u>Title IV</u>	COST _____	ORDER NUMBER _____
WHERE LOCATED IN THE SCHOOL <u>Library Storage Room</u>		
OTHER INFORMATION: <u>#8521 - Reading Directions on Maps</u>		
<u>#8522 Measuring Distances on Maps,</u>		
<u>#8523 Locating Places on Maps,</u>		
<u>#8524 Reading Physical Maps,</u>		
<u>#8525 Reading Political & Economic Maps,</u>		
<u>#8526 Studying An Area Through Maps</u>		

CENTRALIZED LIBRARY MEDIA COLLECTIONS

Advantages:

1. Larger collection from which to choose materials and higher quality materials.
2. Provides for individual differences and different reading levels.
3. Avoids excessive duplication of materials.
4. Allows for more effective use of funds.
5. Allows for purchase of more expensive reference materials which can be used by all.
6. Provides library media center experience for the student.
7. Allows the student to learn library skills which will progressively develop as she/he moves through school (K-12).
8. Provides more materials for the teacher to use in classroom instruction.
9. Allows for an organized arrangement of materials for easy access.
10. Provides library media specialists to assist the teachers with library instruction, with selection of materials to supplement their teaching, and to assist the students in the selection of appropriate materials.
11. Provides a learning laboratory for the student to learn responsibility and respect, to develop a curiosity and interest in learning, to develop the ability to draw their own conclusions from varying viewpoints, and to develop interests, hobbies, etc.
12. Provides and offers facilities for the staff and students, to enable them to keep up with the increase of information and growth of our changing world.
13. Upgrades the instructional program.
14. Allows for a change of pace for both teacher and student. (A trip to the library media center is fun!)

Teacher's Fears:

1. I won't have materials in my classroom for students to use in their free time. (A teacher may check out a collection for use in his/her classroom. Some materials might be kept by the teacher. A paperback collection could be started in the classroom.)

2. I know "my" books and filmstrips. (It will open a new world for the teacher creating renewed teacher interest. It can increase interaction with other teachers through sharing.)
3. These are "my" books and visuals. (This can change to these are "my school's" books and visuals and I share with my fellow teachers because we're all in this together for the sake of the child.)

Procedures for Centralizing:

1. Compile lists of classroom holdings. At this stage, leave the books and visuals in the classroom.
2. Add the classroom collections from the teachers that are willing to centralize. Add others as they are willing. (An unhappy teacher can cause more problems than a small collection is worth.)
3. Add all new purchases to the centralized collection. Purchase Bound-to-Stay Bound and Library Binding if possible.
4. Emphasize that this is their library media center.
5. Add only those books or visuals, tapes, etc. that are in good condition. The others can be kept in the classroom until they fall apart.
6. Set a standard for the materials in the central collection or those added to it, by having a written criteria for the selection of materials.
7. Include many types of materials.
8. Allow for teacher participation in planning and selection. They know what they need.
9. Develop a good reference and periodical collection in terms of quality first, quantity second.
10. Add materials which will support the instructional program.
11. Do not add text or "readers". These may be kept in the classrooms.
12. Administrative support is essential. Encourage--encourage--encourage!
13. Begin in plenty of time. It takes time to order and receive furniture and materials and to locate a qualified library media specialist.

Steps to Centralization:

1. Hire the library media specialist.
2. Compile a list of holdings from lists of the classroom collection provided by teachers.
3. Order library tools (books essential to library media organization).
4. Order supplies, furniture, etc.
5. Develop a written selection policy and guidelines for deciding whether to discard, rebind or repair. (This should be done cooperatively by the library media specialist, teachers and administrator.)
6. Have the teacher and the library media specialist as a team, go through each classroom collection to weed out materials. (Discard, rebind, repair, or leave in the classroom.)
7. Identify areas in the collection that need building. Plan for future additions, placing priorities on these areas. (Utilize staff involvement.)
8. The library media specialist and teachers should select materials to be purchased and the library media specialist should place the order.
9. Collect all the materials going into the central library media center, those to be rebound or repaired, and discard those to be discarded. Order catalog cards for those going to the library media center.
10. While waiting for the cards, rebinding can be sent out and books, audiovisual materials and equipment can be repaired. The other materials can be placed in proper order.
11. When the cards arrive, process materials. Materials that had no cards available must be cataloged. Use a simplified method.
12. Maintain an accurate shelf-list of all materials. This is your list of holdings.
13. File cards in the card catalog, using the filing instructions.
14. Conduct an orientation for the staff.
15. Create a flexible schedule so that all students have an opportunity to use the center.
16. Set up policies and rules for the use of the facility and the circulation of materials. (Utilize staff involvement.)
17. Publicize.

THE LIBRARY MEDIA COLLECTION

DEVELOPMENT OF A COLLECTION - B BEGINNING A NEW COLLECTION

GENERAL INSTRUCTIONS TO TRAINER

WHAT

SETTING UP A NEW LIBRARY MEDIA CENTER ENTAILS THE SELECTION, PURCHASING, PROCESSING AND ORGANIZATION OF MATERIALS. SEVERAL ACTIVITIES COVER THE MECHANICS OF THESE OPERATIONS.

WHY

THE PROCEDURE FOR DEVELOPING A LIBRARY MEDIA COLLECTION SHOULD BE CONSIDERED AS A TOTAL PROCESS SO THAT TIME, COST AND ORGANIZATION CAN BE EVALUATED AS PART OF THE PLANNING.

WHO

THE LIBRARY MEDIA STAFF, THE TEACHERS, AND ADMINISTRATORS SHOULD ALL BE INVOLVED IN SOME PART OF THIS ACTIVITY. THE INSERVICE IS DIVIDED INTO SELECTION, PURCHASING, PROCESSING AND ORGANIZATION.

WHEN

THIS ACTIVITY SHOULD BE CONDUCTED WELL IN ADVANCE OF THE COMPLETION DATE FOR THE LIBRARY MEDIA CENTER. ONE YEAR IN ADVANCE IS NOT TOO SOON, BUT NOT LESS THAN SIX MONTHS SHOULD BE CONSIDERED. THIS ACTIVITY COULD TAKE TWO OR MORE DAYS SINCE OTHER RELATED ACTIVITIES ARE INCORPORATED INTO THE PROGRAM.

WHERE

ANY CONFERENCE ROOM THAT WILL ACCOMMODATE THE GROUP WILL BE ADEQUATE.

HOW

—————→
TURN THE PAGE

ACTIVITY

THE LIBRARY MEDIA COLLECTION

DEVELOPMENT OF A COLLECTION - B BEGINNING A NEW COLLECTION

AIM

PROVIDE INFORMATION FOR DEVELOPING A NEW
COLLECTION
CREATE UNDERSTANDING OF THE COMPONENTS
OF THE PROCESS.
CREATE AWARENESS OF THE TIMELINESS INVOLVED
IN EACH STEP.
INSTRUCT IN THE NECESSARY PROCESS SKILLS

PURPOSE

AWARENESS
UNDERSTANDING
PROCESS SKILLS
SKILLS TRAINING

MATERIALS

HANDOUTS:

EVALUATING AND SELECTING MATERIALS
INITIAL COLLECTION FOR ELEMENTARY SCHOOLS
CRITERIA FOR SELECTION OF JUVENILE MAGAZINES
SUGGESTED CAREERS EDUCATION MATERIALS
CRITERIA FOR SELECTION OF BOOK MATERIALS
CRITERIA FOR SELECTION OF NON-PRINT
MATERIALS
CRITERIA FOR SELECTION OF INDIVIDUALIZED
INSTRUCTION PROGRAMS
CATALOGING PROCEDURES
CATALOGING OF NON-BOOK MATERIALS
PROCESSING OF BOOKS
CLASSIFICATION PROCEDURES FOR BOOKS

MATERIALS
CONTINUED

SUGGESTED SIMPLE PROCEDURES FOR ORGANIZ-
ING A BASIC BOOK COLLECTION AND CARD
CATALOG

ORGANIZATION OF NON-BOOK MATERIALS IN THE
SCHOOL LIBRARY MEDIA CENTER

SUGGESTED PROCEDURES FOR PROCESSING,
FILING AND SHELVING

ANY OTHER RELATED MATERIALS

DIRECTIONS

—————→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Inservice in this area can be conducted over a period of time using this variety of activities. All the mentioned activities should be used along with the following process:

Begin with the Awareness activity from the Long Range Planning Module. The Facility Planning activity from that module and the Traffic Flow activity from the Organization and Arrangement of the Library Media Center module should also be used.

Incorporate this activity with the following:

The Materials Selection Policy activity under the Library Media Collection Module may be used with Part I - Selection.

The Needs Assessment Activity - A from the Long Range Planning Module and the Special Collections activity from the Library Media Collection module may be used with Part II - Purchasing.

The Processing activity and the Circulation activity from the Organization and Arrangement of the Library Media Center Module can be used with Part III - Processing and Part IV - Organization.

The format of this activity can follow the same pattern as the activity on Centralizing a Collection. Read through that activity for directions. Begin this activity with the paragraph stating, "Proceed to the section of the handout entitled Steps to Centralization". Proceed in the same manner.

EVALUATING AND SELECTING MATERIALS

The evaluation and selection of materials forms the very basis of your job. Without properly selected materials there can be no program of service. You should realize that your school is unique, and your collection should be structured around those unique features.

FIRST, STUDY THE COMMUNITY AND THE SCHOOL

The Community:

- Compile basic statistical information.
- Determine the composition--education level, occupations, socio-economic levels, racial and ethnic groups.
- Discover community facilities--recreational, cultural, social.
- Study community government--power structure, role of political parties.
- Explore the public library and other libraries in the area with future cooperation in mind.

The School:

- Check enrollment--increasing, decreasing, staying the same.
- Study the curriculum; make a list of all courses taught for reference.
- Determine the educational philosophy of the school and the attitude toward education in the community.
- Determine the teaching strategies and methods--team teaching, modular scheduling, differential staffing, individualized learning, contracting, open-classroom, computer-assisted instruction.
- Investigate the reading abilities of the students.
- Check extra-curricular activities, clubs, and interests of the students.

NEXT, EVALUATE THE PRESENT COLLECTION

Consider:

- Size--compare with state, regional, and national standards.
- Variety of types of media
- Content analysis:
 - Ratio of print to non-print materials
 - Ratio of non-curricular to curricular materials
 - Ratio of fiction to nonfiction

Content analysis (cont.):

- Ratio of paperbacks to hardbacks
- Percentages of materials in each broad subject area
- Recency of publication
- Inclusion of materials in socially-significant subject areas which may not be a part of the curriculum and areas which may not be an expressed interest of students; the Black experience in an all-white school, women's liberation

Check holdings against standard lists:

Periodicals against Reader's Guide and Periodicals for School Libraries

Elementary collections against the latest editions of The Elementary School Library Collection, The Children's Catalog, and Books for Elementary Schools

Secondary collections against Senior High School Library Catalog, Junior High School Library Catalog, Books for Secondary School Libraries, and Reader's Advisor.

Invite teachers from each subject area to evaluate the collections in their areas.

Scrutinize the reference collection.

- Recency is crucial; check that you have the latest editions.
- Check encyclopedias. How many sets do you need? Do you need a new set each year? How often should sets be replaced?
- Analyze the kinds of reference questions answered. What questions could not be answered? What reference books should be selected to answer them?

FINALLY, EVALUATE CURRENT SELECTION POLICIES AND PROCEDURES

- Do you have a written selection policy statement for your system? For your building? Have these statements been approved by the administration and the board?
- Does your policy statement include a statement on how to handle donations and gifts?
- Does your policy statement include a procedure for handling complaints about materials?
- Do you have a systematic weeding policy for both print and non-print materials?
- Are teachers and students involved in the selection process?

This material taken from:

Biagini, Mary K., Ed., Spotlight, Media Selection - Handbook for Media Specialists: Ohio Association of School Librarians, 1972-73.

INITIAL COLLECTION FOR ELEMENTARY SCHOOLS

Three-thousand volumes are basic to give reasonable support to the curriculum during the first year. This is both feasible to acquire and to organize within the first year.

Criteria

1. Excellence in literary quality and content
2. Suitability of subject matter
3. Appeal to the imagination and interest of reader
4. Appropriateness of format
5. Inclusion in various selection aids
6. Timeliness, accuracy, effectiveness and clarity of presentation
7. Reading difficulty

Sensitive Subjects

1. Presents facts objectively
2. Encourages attitudes of open-mindedness
3. Encourages intelligent inquiry

Titles

Titles in the collection should be considered in relation to the other titles as well as their own merits.

1. Frequent recurrence of subject area in curriculum
2. Availability of materials on subject
3. Grade level enrollment

CRITERIA FOR SELECTION OF JUVENILE MAGAZINES

Consider purpose and use

1. Entertainment
2. Reference
3. To up-date book collection
4. Extend book collection particularly in new areas in which few books are available
5. Usefulness to curriculum teachers
6. Encourage, stimulate and challenge the child to creative thinking and expression
7. Motivate the child to further reading; encourage the many interests of the browser and leisure reader
8. Appeal to the reluctant reader

Content

1. Accuracy and reliability
2. Subject matter - appropriate for age group and interest level
3. Sufficient variety of content to meet need of children of diverse backgrounds and interests
4. Well balanced presentation of problems of the changing world
5. Timeliness and suitability of material and activities for age level and experience
6. Balance of coverage - presenting both sides of an issue, distinguishing between opinion and fact

Style

1. Clarity of writing
2. Lively, appealing style suitable to type of magazine
3. Free of objectionable features such as over-dramatization of violence and crime
4. Free from reflection on the dignity and status of any group, race or religion

Format

1. Size of print - clear, suitable to age of readers
2. Good quality of paper and binding appropriate to intended use
3. Illustrations - drawings, photographs or reproductions - clear and well placed to fit text
4. Attractive cover
5. Advertising appropriate, well placed

Evaluation dependent on intended purpose

1. Magazines used for entertainment
 - a. In realistic stories - valid theme, true to life
 - b. Selections or summaries preserving spirit and tone of original story
 - c. If story is meant to be historical - must be accurate
 - d. Humor and jokes in good taste
 - e. Clear directions for things to make or do
2. Magazines used for research
 - a. Accuracy and clarity of writing
 - b. Diagrams, maps, charts, must be clear, accurate and amplify text

* SUGGESTED CAREER EDUCATION MATERIALS

For Teachers

K-12 Developmental Guidance Guide
Career Exploration: A Guide for Teachers
Career Education Measurement Series - Survey Booklet and Answer Sheet
Instructions

For Students

Lollipop Dragon - The Me I Can Be
Lollipop Dragon - The World of Work
Popeye Comic Books

Non-Print

ITV Guides
Bread and Butterflies
Self, Inc.
Career Awareness
Ripples
Clyde Frog
Project Self Discovery
Film - People Have Careers - 16mm

Books

Career Education and the Elementary School Teacher
Career Education in the Middle/Junior High School
Teacher Ideas/Career Education Grades K-3, All Subjects
Teacher Ideas/Career Education Grades 4-6, All Subjects
Basic Learner Outcomes for Career Education
Matrix of Basic Learner Outcomes

* Available from the Oklahoma State Department of Education

CRITERIA FOR SELECTION OF BOOK MATERIALS

For Fiction check for:

1. Good central theme
2. Interests to young people
3. Originality
4. Writing style
5. Plot development
6. Characterization and motivation
7. Respect for human values

For Non-Fiction check for:

1. Accuracy and recency
2. Appropriate difficulty level
3. Design and illustration quality
4. Correlation with curriculum
5. Development of appropriate concepts

Adapted from:

Fisher, Margery. Matters of Fact, Aspects of Non-Fiction for Children., 1972.

Colby, Jean P., Writing Illustrating and Editing Children's Books., 1967.

CRITERIA FOR SELECTION OF NON-PRINT MATERIALS

The basic criterion to be applied to all media evaluated for inclusion in an Instructional Media Center is the suitability of the content to the curriculum. All media selected must be appropriate as to subject, concept, and level of difficulty. In all media using verbal communication (printed or audio) vocabulary must be a consideration.

Though the reputation of a producer is often an indication of superior quality, this is not always true. Neither reputation of producer nor printed description of material should take the place of previewing before purchase or purchase with return privilege guaranteed.

Criteria for Filmloops (8mm Standard and Super 8)

1. Is the content designed for this medium? Does the film complete an idea in this limited format?
2. Does it serve a definite purpose and present an educational concept unavailable in a less expensive medium?
3. Are the concepts covered limited to those that can be absorbed in a single presentation?
4. Are the captions or audio messages appropriate to the pictures they accompany? Do they contribute to the understanding of the picture?
 - a. Is print legible?
 - b. Is text on frame with picture rather than separate?
 - c. Is sound clear and understandable?

Criteria for Flat Pictures and Study Prints

1. Is the color of good quality?
2. Is the art functional rather than ornate?
3. Is the message of the picture clearly understandable with sufficient detail?
4. If needed for explanation, is the caption concise and readable?
5. Is the idea or concept pictured limited to topic?

Criteria for Transparencies (A transparency is a sheet of transparent film of which a reproduction is made.)

1. Is the content up-to-date, factual, and well organized?
2. Is the transparency attractive to teachers and/or students?
3. Is message readable? Is lettering in bold type and a minimum in size of 3/16 to 1/4 inch?
4. Has art work designed for this medium been used? (Avoid copying small maps and diagrams.)
5. Are transparencies securely mounted?

Criteria for Tapes

1. Is the recording clear and distinct?
2. Is the length appropriate for purpose? If parts can be used separately, are there markings to show where to begin a new section?
3. Is the recording suitable to playback machine available?
4. Is the theme clearly understandable?
5. Are the number of concepts introduced appropriate?
6. Is the content of interest to prospective audience?
7. Is the pace satisfactory?
8. Is the tape durable? (Mylar is recommended.)
9. Will the tape soon be outdated?
10. Is this medium the most appropriate one for presenting this content?

Criteria for Records (Many of the criteria for selecting tapes would be appropriate for evaluating records.)

1. Are the recording qualities or electronic characteristics good?
2. Are sizes and speeds standard and compatible with available equipment?
3. Are aesthetic qualities good in records primarily intended for enrichment or background listening rather than for specific learning situations?

CRITERIA FOR SELECTION OF INDIVIDUALIZED INSTRUCTION PROGRAMS

Criteria for instructional material

1. Is it really individualized instructional material?

Criteria for curriculum needs

1. How does the program fit into the curriculum?
2. Does it cover the appropriate topics?
3. Does it develop the appropriate skills and knowledge?
4. Is it at the appropriate difficulty level?

Criteria for program validity

1. How well would the program teach in your situation?
2. Has the program been tested?
3. Are the conditions under which the validation data were collected relevant to your situation?
4. How well does the program meet your objectives?

Can you afford it?

CATALOGING PROCEDURES

Commercial Catalog Cards

1. Commercial catalog cards may be used and are ordered from sources available.
2. Upon receipt of catalog cards, check against book order cards form to determine if all sets were received.
3. Verify subject headings on commercial cards by using Sears' List of Subject Headings and make additions or corrections as established for the center.
4. Verify carefully the information on the title page. It should be reproduced accurately.
5. Type the copy number, accession number, the price and source on the shelf list card or any other information that is pertinent to individual center.

Original cataloging

1. If no commercial cards are available, make a work slip and record information from the title page: (author, title, publisher, date of publication), pagination, illustrations.
2. Check card catalog to determine if the author's name has been established. If so, use the form given.
3. If the author's name is not established, consult the standard tools for the correct form.
4. Enter under pseudonym. Make a "see" card from real name to pseudonym and write correct name on the title page.
5. Consult Sears' List of Subject Headings, select appropriate subject headings, and write on work slip.
6. Add other tracings to work slip.
7. Annotate work slip if desired.
8. Add classification number to work slip, and add three letters of the author's name.

Original Cataloging (Cont'd)

9. If subject, title or author analytica are needed, consult standard cataloging tools for form.
10. Type unit set of cards, with tracings on the bottom front of all cards.
11. After classifying and cataloging a new book, type the copy number, accession number, the price and source on the shelf list cards, or any other information that is pertinent to that particular center.
12. If the book is an added copy, type the new copy number on the original shelf list card and include the other information beside the new copy number.
13. Keep a record of accession numbers used.

CATALOGING OF NON-BOOK MATERIALS

I. SYSTEM

A. Dewey Decimal System preferred

1. Adaptable to all types of materials
2. Allows all types of materials to be shelved together according to subject
3. Can be expanded almost indefinitely
4. Familiar to most users

B. Color banded or Colored Cards

1. Choices:
 - a. Could use one color to indicate all non-book materials
 - b. Could use different color band to indicate different types of media (restrict colors to five--see attached sheet)

II. ACCESSION

A. Important to keep records of materials purchased with Title money

1. Shelf list card (date, Title IV-B, source, price)
2. Use separate accession record for each type of materials
 - a. Gives accurate and fast accounting of each
 - b. Helpful in ordering new materials
 - c. Example: FS - 1; FS₂ - 2; or RE - 1; SL - etc.

III. CALL NUMBER

- A. Symbol -- as FS for filmstrip, RE for recording, SL for slide
- B. Dewey Number
- C. Producer, Publishers, Author (first three letters of name)

IV. CATALOG CARDS

- A. Make shelf list card, author card (if appropriate), title card, and subject card for card catalog
- B. Main Entry
 1. Maps and Globes
 - a. Enter under subject
 - b. Use green bordered cards for globes (to coincide with maps)
 2. Charts
 - a. Enter by title

CATALOG CARDS (Continued)

3. Pictures
 - a. Use green bordered cards for pictures
 - b. Enter by title
 - c. Pictures could be kept in a picture file by subject. These would not be cataloged only accessioned.
4. Kits
 - a. Unless one medium is predominant in a kit, use the word KIT over the class number.
 - b. Enter under object of greatest importance in the kit
5. Models and Specimens
 - a. Enter under subject
6. Records
 - a. Omit term microgroove from collation but do use term stereo
 - b. Single musical records will be entered under the composer where available with added entries for subject (i.e. musical form) performer, instrument, arranger, and title, if distinctive. For many composers, or none, enter by title. Enter non-musical records by author; if none, then enter by title.
 - c. An album is composed of two or more records under one cover
7. Slides
 - a. Use brown for both slides and transparencies
 - b. Enter slides by title
8. Filmstrip and Filmloop
 - a. Enter under title
 - b. Use term FS or FSS or FL over the class number.
 - c. In collation: Do not use 35mm or 8mm; use term filmstrip or filmloop rather than roll.
9. Transparencies
 - a. Enter by subject
 - b. Use term TRA over class number
10. Tapes
 - a. Main entry is by author, if available; otherwise it is by title name of the program produced

V. MARKING MATERIALS

- A. Mark with permanent ink (Sharpie)

1. Call number and accession number 219

VI. RECORD KEEPING

- A. Use pockets and cards where possible (records, sound filmstrip, transparencies in sets)
- B. Use check out sheets or slips where card is not feasible
- C. Remember to keep circulation procedure as simple and convenient as possible for your faculty

PROCESSING OF BOOKS

Preliminary Technical Processing of Library Media Center Books

1. Packing Slips: Unpack boxes and check packing slip against the books received.
2. Book order: Check each title against the library book order to be certain the correct item has been received. Mark discrepancies.
3. In ledger: Verify the receipt of books, indicate date received, sign the purchase order, and return it with any invoices to the purchasing department.
- *4. Open and Collate Books.
 - a. Open each book according to standard library practice by first placing the spine of the book on a flat surface and work from the front and back at the same time, pressing a few pages at a time. This process may need to be repeated several times before the book will remain open.
 - b. See that all pages are cut.
 - c. Examine the book for defects. If defective, send to the purchasing department for return to company.
5. Stamp the books with a property stamp which includes the name of the school. The following places for stamping are recommended:
 - Title page
 - Inside page
 - Edge of book
6. All books purchased with federal funds must be so identified. Stamp in the following places:
 - Title page
 - Inside page
 - Shelf list card
- *7. If the library has a seal, emboss on the title page.

* Optional

CLASSIFICATION PROCEDURES FOR BOOKS

1. Check the card catalog and the shelf list to determine if any of the titles are duplicates. Separate the new titles from the duplicates, if it is an added copy, follow instructions for "Original Cataloging Procedures".
 2. Before assigning a class number:
 - a. Read the introduction and foreword.
 - b. Examine the table of contents.
 - c. Skim the body of the book.
 3. Assign the classification number, after consulting the latest edition of the Dewey classification system used by the center (the unabridged is used for senior high schools and the abridged for junior high schools). Carry the number to the second or third decimal. (Most libraries use the second.)
 4. Check the shelf list to avoid discrepancies. Be sure that the classification number, or any modification of the number, is identical to that used for other materials of the same nature.
 5. Since the purpose of classification is to group books of a similar subject together, borderline books should be classified according to the subject with which they are most useful.
 6. Special classifications:
 - Use SC for short story collections.
 - Use B or 92 for individual biography.
 - Use 920 for collective biography.
 - Use F for fiction.
 - Use R above the class number to indicate a reference book.
- Suggestion: Use other symbols to designate other sections of books as needed, such as:
- L0 for books that are shelved in the library media specialist's office.
 - P for books that are in the professional collection.
 - OS for over-sized books.
 - CE for career materials.

SUGGESTED SIMPLE PROCEDURES FOR ORGANIZING
A BASIC BOOK COLLECTION AND CARD CATALOG

Oklahoma State Department of Education
Library and Learning Resources #12

When small schools whose instructional materials are not cataloged are ready to organize their collections, there is always the question, "What should be done first?" Schools find the answer in bringing to a central place all print and nonprint materials in the building. Decisions need to be made about which print materials must be discarded and which materials meet standards of evaluation and will remain in the collection. Nonprint materials will be separated; with all like items together, so that shelf lists may be made in preparing them for cataloging.

PRINTED MATERIALS

Books should be examined and should be placed into one of the following categories:

Books that must be discarded because they are:

Out of date. To determine usefulness of a book with an old copyright date, library media specialists should seek the advice of teachers in the subject areas before discarding.

Too damaged and/or worn out to be rebound. Make order slips for future purchase and discard.

Unappropriate books for the students served by the library media center. Discard by removing the materials from the building entirely, either burning them or selling them as old paper.

Books that may be used and need:

To be mended. Only minor mending, which can be completed with minimum time and effort, is recommended.

To be rebound. Books whose covers are detached or worn, or whose contents are loose but complete, may be rebound. These should be sent to a commercial bindery. Only those books included in the standard book selection aids should be rebound.

To be classified and prepared for circulation. After each title has been screened - for recency, physical condition and content - it should be checked against such standard approved lists as the H. W. Wilson catalogs and the ALA Basic Book Collection lists. Segregate those materials not listed and with the help of the teachers, determine for each book whether it has value in the collection.

CLASSIFYING

In classifying books to be included in the collection, it is a good plan to begin with fiction books since they are easier to identify. There are usually more fiction than nonfiction. Arrange the fiction books on the shelves in alphabetical order by the author's last name. The letter F may be placed on the page after the title page (or on the title page) about one inch from both the top edge and from the inner margin. Under the letter F place the first three letters of the author's last name. This constitutes the "call number" for fiction. For example, a fiction book, Rifles for Watie, by Harold Keith would be marked: F
kei

If short stories are to be shelved separately, the letters SC are used with the author's or editor's letters. They are arranged in alphabetical order by the author's or editor's last name. For example, Christmas Tales by Charles Dickens would be marked: SC
Dic

The biographies, individual and collective, are a large group so they might be classified after the fiction. Separate the biographies, individual and collective. For individual biography a choice of 92, or B (letter) is made. Under this number or letter, place the first three letters of the last name of the person about whom the book is written - not the author. This constitutes the "call number" for individual biography. For example, a biography of Albert Einstein would be marked either:

(a) B
Ein

(b) 92
Ein

Collective biography uses the number 920 with the first three letters of the author's last name on the second line.

Reference books are books of general information which are kept in a special collection in the library media center. A good policy is to mark all reference books with "R" above the classification number. Now would be a good time to evaluate all encyclopedias and make long range plans for additions.

The remainder of the books will be classified so all of the books of the same type or on the same subject will have the same classification number. In assigning specific classification numbers to each book, use the Dewey Decimal Classification and Relative Index devised by Melvil Dewey, 9th Abridged Edition. Forrester Press, 1965. (Forrester Press, Inc., 85 Watervliet Avenue, Albany, N.Y. 12206.) The classification number is placed in the book along with the author's letter for a "call number" as suggested in the method above for fiction.

A simple adaptation of the Dewey Decimal Classification is suggested. This system divides all knowledge into ten broad classes. Each of these classes is divided and subdivided decimally to classify related subjects more specifically. The Relative Index should be consulted before assigning specific classification numbers to each book. Although a book may deal with more than one subject, it can be assigned only one of the subjects. In deciding which of two or more classification numbers to use, one should consider where the books will be most useful to students. Much assistance in classifying may be received from the H. W. Wilson catalogs and numerous book lists. However, one should always go to the Dewey Classification tables for verification of any number secured from such sources. (A brief list of classification numbers is included here.)

Classification of nonbook materials may be done by using the Dewey Decimal Classification System. Some library media specialists prefer the accession method for organizing these materials. The decisions depend on the size of the library media center and the proposed use of these materials.

SHELF LIST

After classification, the next step is to prepare a shelf list. It has one card for each title in the collection. It is arranged in trays in

the same order that books are arranged in the shelves and forms a complete record of the holdings of a library media center (print and nonprint materials). The shelf list card is a duplicate of the author or main entry card and may be made first in order to get the books processed quickly. (See examples.)

Sometimes it is preferable to make temporary workslips for books as they are being classified, writing the information in pencil on ordinary 3 x 5 slips. These workslips may serve as temporary shelf list cards until the cards can be typed. (See example.) The shelf lists shows what books are in the library media center in each classification and can be used for taking an inventory of materials at the beginning or end of the school year. It shows the strengths and weaknesses of the materials collection and is an aid to future purchasing. The shelf list may take the place of an accession book. Shelf listing of nonbook materials is done much the same as with books. Since all materials must be organized for use, a great deal of time and consideration is required to make these materials easily accessible. Reference to items in the bibliography (included here) would be very helpful.

CARD CATALOG

If a school library media center is to provide maximum service to pupils and teachers, a good card catalog and shelf list are of prime importance. For cost effectiveness, school library media specialists and teacher-librarians should purchase commercially processed books for all book titles found on recommended lists and then work out a temporary card set for marginal books until money is available for replacements.

The card catalog is an alphabetical list on cards of the author, title and subjects of the materials in the library media center.

The author card or main entry card has on it the call number, author, title, publisher and date of publication. (See sample.) The shelf list card is identical to the author card and includes accession and/or copy numbers, source, date of purchase of book and price. (In organizing a collection these latter facts are not always known. In their place one might type Inv. '70 opposite the copy number to show when the book was cataloged.)

Title and subject cards are made from the author card with the title or subject typed on the top line. (See examples.)

Nonbook cataloging is based on the same principles that govern book cataloging. Help in cataloging nonbook materials can be secured from several of the items listed in the bibliography included here.

COMMERCIAL CATALOGING

Several agencies provide cataloging information on cards. Many publishers and jobbers participate in the Library of Congress CARDS-WITH-BOOKS program. (A list of these firms may be obtained from your State Department of Education, Library Section.)

Services which include professionally cataloged and processed books from a long list of publishers, are provided by several commercial jobbers. These services are the most economical of all. Books are purchased from the agency with complete processing, which includes printed catalog cards, book cards and pockets, due slips, dust cover jackets, and call number stickers for the spine of the book.

PREPARING BOOKS FOR USE

The book cards and pockets are typed. (See examples.) They are pasted with the date due slips in the front or back of the books. The items usually typed on the pocket and card include: call number, author, title, accession, and/or copy number. If plastic book covers are used, the pocket and due slip should be placed on the end page opposite the hard-back cover. One may paste the pocket low on the end page, place the date due slip 1/4 inch inside pocket and paste towards the top of the page. The book card then slips inside the pocket, using only one page for all items.

The ownership stamp, should include the name of the school library media center and place. The book is stamped on at least two pages. The title page and an inside page are suggested. The inside page is a numbered page, arbitrarily selected. (Preferably one of the first twenty-five.)

A spine label can be used to display the call number or lettering the call number on the spine of the book may be achieved by using white ink or an electric stylus and tape.

The classification number is placed about 1½ inches from the bottom of the spine. The author letters are printed underneath. A thin coat of clear lacquer is sprayed over the markings to preserve them. A commercial product designed for this purpose should be used.

Plastic covers may be used for the dust jackets if the cost can be absorbed. The covers extend the life of a book and make the book more attractive to the reader. If they are used, pressure-sensitive labels, with the call numbers typed on them, are placed on the spine of the dust jacket before the plastic cover is placed on it.

*New books--if there are any new books included in the original collection to be organized, the process of opening a book could be followed before the books are allowed to be handled. Hold the book on its back on a table or a smooth surface. Press the front cover down until it touches the table then the back cover holding the leaves upright in one hand. Press a few leaves down gently in the back, then a few in the front moving from the top of the book to the bottom. Take a few leaves front and back alternating until all have been used. Never open the book violently nor bend back the covers.

*Optional

NEW BOOKS AND MATERIALS TO BE ADDED TO THE ORGANIZED COLLECTION

SELECTION

Materials selection should be a cooperative enterprise involving all teachers. Evaluative lists should be used to select the books and instructional materials. A list of these tools is published by the American Library Association and is available from the Library and Learning Resources, State Department of Education. In addition to the professional tools, and jobber's catalogs, publisher's catalogs may be used, providing they have codes or symbols indicating the evaluative lists consulted. The list of sources are usually in the front of the catalogs.

ORDERING

A consideration file is recommended for a library of any size. Three by five (3 x 5) slips may be used to list the materials requested by teachers, administrators, and students. Order cards may be made from a consideration file or any order may be typed directly from the slips in the file.

A teacher or student who can use a typewriter might be responsible for assembling the order for the jobber or publisher. Information for books include such items as number of copies wanted, author, title, and price for the publisher; with addition of publisher, date of publication, and prices for the jobber. Information on ordering nonbook materials should be carefully taken from catalogs.

Orders are sent to jobbers, publishers, or local book stores, along with a claim to be signed by a person responsible for the company (if this is the procedure).

RECEIVING

Unpack books and materials, and check against invoice to see that all items have been received. Check book against order card to see if the proper edition has been received, then proceed with classification and processing. For additional help see the bibliography included here.

If an original collection is in the process of being organized and new materials arrive--work ahead, rather than back, by cataloging new acquisitions first.

THE DEWEY DECIMAL SYSTEM
(adopted)

- 000-099 General Works
 - 010 Aids in book selection, Book lists
 - 020 Library Science
 - 030 General Encyclopedias
 - 070 Journalism
- 100-199 Philosophy
 - 137 Personality (Understanding oneself and others)
 - 150 Psychology
 - 170 Ethics (Behavior and conduct)
- 200-299 Religion
 - 200 Religion
 - 220 Christian Religion
 - 221 Bible
 - 225 Bible Stories
 - 232 Jesus Christ
 - 240 Devotions; worship
 - 290 Non-Christian Religions
 - 291 Mythology
- 300-399 Social Science
 - 301 Sociology (human relations, processes of group life,
races such as Negroes, etc.)
 - 310 Almanac; Statistics
 - 320 Democracy
 - 323 Citizenship; City Life, Community Life
 - 330 Economics
 - 340 Law
 - 350 Government
 - 360 Social Welfare
 - 370 Education
 - 371.4 Vocational Guidance
 - 380 Commerce; Communication
 - 390 Customs

391	Costume
394	Holidays
395	Etiquette
398	Fables; Fairy Tales; Folklore; and Legends
400-499	Grammar; Language
411	Alphabet
420	English Language
423	Dictionaries
430	German Language
440	French Language
460	Spanish Language
500-599	Science
507	Experiments in Science
510	Mathematics
520	Astronomy
529	Time and Time Devices (clocks, hourglasses, calendars)
530	Atoms; Physics
534	Sound
535	Light; Telescope
536	Heat
537	Electricity; Electronics
540	Chemistry
549	Minerals
550	Earth Sciences
560	Dinosaurs; Fossils; Prehistoric Animals
572	Human Races
574	Biology
580	Botany
582	Trees
583	Flowers
590	Zoology
595	Insects
598.1	Reptiles
598.2	Birds

231

600-699 Useful Arts

- 608 Invention
- 610 Medical Sciences
- 610.7 Nurses and Nursing
- 614 Health
- 614.8 Safety
- 620 Engineering
- 621.3 Radio; Telephone; Television
- 625 Railroads
- 629.1 Aeronautics
- 629.2 Motor Vehicles
- 629.4 Rockets; Space Flights
- 630 Agriculture
- 634 Forestry
- 636 Animals (Domestic)
- 639 Hunting
- 641 Food
- 646 Clothing
- 650 Business
- 670 Manufacturing
- 680 Manual Training

700-799 Fine Arts

- 720 Architecture
- 730 Sculpture
- 737 Numismatics
- 740 Drawing; Design
- 745 Industrial Arts
- 770 Photography
- 780 Music
- 790 Outdoor Amusements
- 792 Theater
- 793 Dancing
- 796 Athletics; Sports

- 800-899 Literature
- 804 Essays
 - 808.1 Poetry
 - 808.2 Plays
 - 808.88 Quotations
 - 810 American Literature
 - 811 American Poetry
 - 812 American Drama
 - 814 American Essays
 - 820 English Literature
 - 821 English Poetry
 - 822 English Drama
 - 824 English Essays
 - 830 German Literature
 - 840 French Literature
 - 860 Spanish Literature
 - 870 Latin Literature
- 900-999 History, Travel, Biography
- 909 World History
 - 910 Geography and Travel
 - 912 Atlases; globes; maps
 - 913 Archeology
 - 917.3 Travel in the U.S. for travel in other countries, add the number 1 after the 9 in the history number. For example: Scotland 941. (History); Scotland 914.1 (Travel)
 - 920 Biographies (Collective) Books containing lives of more than one person
 - 92 or B. Biography of an Individual (autobiography)
- 930-999 History
- 930 Ancient History
 - 940 Europe, Medieval and Modern.
 - 940.3 World War I
 - 940.5 World War II
 - 941 Scotland
 - 941.5 Ireland
 - 942 England
 - 943 Germany
 - 943.6 Austria

943.7 Czechoslovakia
943.8 Poland
950 Asia
960 Africa
970 Indian, Life and History
973 United States History
976.6 Oklahoma History
980 South America
990 Other parts of the world

F Fiction

SC Story Collection

ADDITIONAL EXPLANATIONS

1. The numbers to the left and on top of the examples indicate spacing.
2. The call number starts on the second space from the left and third line down. The author's name starts on the 10th space (first indentation) and the title on the 13th space (second indentation). This is only a suggested spacing. The important thing is to decide on a style and follow it thereafter.
3. X = one space.
4. All the important data is on the shelf list card. (See example.)
5. The source of purchase is the jobber, local bookstore, or the publisher. It might even be a gift.
6. The tracing indicates the added cards beside the author card. Arabic numbers are used only for subject headings. Roman numerals are used for additional cards such as title, joint author, etc. The tracing is typed just above the hole in the catalog card, starting at second indentation with second line starting at first indentation.
7. Subject headings are typed in capital letters and begin at the second indentation.
8. Spacing. Three spaces separate items on the card such as title and publisher; source; price; and date.
9. Accession number or copy number starts on second space, two lines below date of publication.
10. These examples are suggestive. It is important that a style of card be established and followed consistently.
11. File the cards for the shelf list by grouping together all cards with the same classification number; i.e., have all the cards for books in the 000's together, followed by those for the 200's, 300's, 400's, 500's, 600's, 700's, 800's, 900's, R, F, and SC. Further arrange the cards numerically by the classification number as the books are arranged on the shelves; i.e., all cards for books for travel, (910 together, all books on U.S. History (973) together, etc.

If there are several books with the same classification number, further arrange by author's name.

Arrange the cards in the file or drawer from front to back.

EXAMPLES OF TYPED CATALOG CARDS

Shelf-List--one card for each title in the library media center. Non-fiction books are filed by call number in the same order as the books stand on the shelves. Fiction books are filed by the author's last name. If an author has more than one title, the titles are alphabetized, ignoring the articles a, an, and the.

12345678901234567890

1
2
3
4
5
6
7
8
9
0

709 Craven, Thomas
Cra The rainbow book of art.xxxWorld Pub., 1956.

c.1 780197 B & T 12.95 1/10/78

Shelf list
card using
accession
number and
including
source of
purchase,
price, and
date

12345678901234567890

1
2
3
4
5
6
7
8
9
0

F Burnford, Sheila
Bur Incredible journey. Little, 1961.

1. Dogs - Stories. 2. Cats - Stories.
3. Animals - Stories. I. Title

AUTHOR CARD
Tracing for
subject head-
ings, and title
entry is placed
on front of
author card
only.

12345678901234567890

1
2
3
4
5
6
7
8
9
0

DOGS - STORIES
F Burnford, Sheila
Bur Incredible journey. Little, 1961.

SUBJECT CARD

12345678901234567890

1
2
3
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6
7
8
9
0

Incredible journey.
F Burnford, Sheila
Bur Incredible journey. Little, 1961.

TITLE CARD

ALL DRAWINGS ON THIS PAGE ARE APPROXIMATE SIZE

Book Pocket

F		c.2	
Bur			
Burnford			
Incredible Journey			

Book Card

F		c.2	
Bur			
Burnford			
Incredible Journey			
Date			
Oct. 1	John Doe		

Date Due Slip

Date Due			
Oct. 1			

Workslip

709	Craven, Thomas
Cra	The Rainbow
	book of art.
	World Pub. Co., 1956.

WORKSLIP--if there is more than one copy of a book, one should be marked copy 1, the second copy 2, until all are recorded.

BIBLIOGRAPHY

- Akers, Susan. Simple Library Cataloging. 5th Ed. Metuchen, N.J. Scarecrow Press, 1969. \$7.50.
- American Library Association. Anglo-American Cataloging Rules. ALA, 1967. \$5.00. (American Library Association, 50 E. Hurton Street, Chicago, Illinois 60611)
- American Library Association. Cataloging Rules for Author and Title Entries. 2nd ed. ALA, 1959. \$5.00. (American Library Association, 50 E. Huron Street, Chicago, Illinois 60611)
- Currie, Dorothy H. How to Organize a Children's Library. Oceana, 1965. \$5.00. (Oceana Publications, Inc., Dobbs Ferry, New York)
- Dewey, Melvin. Dewey Decimal Classification and Relative Index. 9th abr. ed. Forest Press, 1965. \$10.00. (Forest Press, Inc., Lake Placid Club, N.Y. 12946)
- Douglas, Mary Peacock. The Teacher-Librarians Handbook. 2nd ed. ALA. \$2.75. (American Library Association, 50 East Huron Street, Chicago, Illinois 60611)
- Piercy, Esther J. Commonsense Cataloging; a manual for the organizing of books and other materials in the school and small public libraries. Wilson, H. W., 1965. (H. W. Wilson Company, 50 University Avenue, Bronx, N.Y. 10452)
- Taylor, Kenneth I. Cataloging Instructional Materials. Sample Catalog Cards from West Leyden's Center for Instructional Materials. West Leydon High School, Northlake, Illinois. 30 cents.
- U. S. Library of Congress. Descriptive Cataloging Division. Rules for Descriptive Cataloging in the Library of Congress. Washington: Government Printing Office, 1949.
- Westby, Barbara M. Sears List of Subject Headings. 11th ed. Wilson, H. W., 1977. (H. W. Wilson Company, 50 University Avenue, Bronx, N.Y. 10452)
- Westhuis, Judith L. Cataloging Manual for nonbook materials in learning centers and school libraries. MASL, 1966. \$2.00. (Michigan Association of School Librarians. The Bureau of School Service, the University of Michigan, Ann Arbor, Michigan)
- Wofford, Azile. The School Library at Work; acquisition, organization, use, and maintenance of materials in the school library. Wilson, H. W., 1959. \$3.50. (H. W. Wilson Company, 50 University Avenue, Bronx, N.Y. 10452)

ORGANIZATION OF NONBOOK MATERIALS IN THE SCHOOL LIBRARY MEDIA CENTER

Oklahoma State Department of Education
Library and Learning Resources #17

All resource materials in the school building, print and nonprint, regardless of format, are best organized and made accessible to students and teachers through a centralized library complex.

Because the whole area of audiovisual instructional media has been expanding so rapidly, with practices for their organization not yet settled into accepted, uniform and recorded patterns, there is no one recommended standardized procedure for cataloging or organizing nonprint materials. However, all (print and nonprint) materials in a school building (exclusive of textbooks) should be centrally cataloged and organized for maximum use by teachers and students. In most schools this will mean a combined catalog which indexes all resource materials available in that school. School library media personnel will organize these materials for the greatest use and accessibility in that school, keeping in mind that:

1. Nonprint materials which will be stored in the school building for the use of students and teachers should be inventoried, processed, cataloged, shelved or stored and circulated from a central facility in much the same manner as books and other print materials.
2. Basic principles for effective cataloging of library materials should be followed, using one or more of the following guides:

ALA. Anglo-American Cataloging Rules. North American Text., Chicago, 1970.

Association for Educational Communication and Technology.
Standards for Cataloging Nonprint Materials. 3rd ed., 1972.

Brown, James W. and Kenneth D. Norberg. Administering Educational Media. 2nd ed. McGraw-Hill, 1972. \$13.95

Christensen and Tippets. Multi-Media Manual. \$15.40. Available from: V. Christensen and F. Tippets
Sky View High School
Smithfield, Utah 84321

Hicks, Warren B. & Alma M. Tillin. Developing Multi-Media Libraries. Bowker, 1970. \$12.50.

Little, Robert D. et al., ed. Cataloging, Processing, Administering AV Materials. Wisconsin Association of School Librarians, Rev. 1974. \$4.00.

Michigan Association of School Librarians. Cataloging Manual for Nonbook Materials. University of Michigan, Ann Arbor, 1966, 1967.

North Carolina Department of Public Instruction. Organizing Audio-Visual Materials in the School Media Collection. 1970.

Piercy, Esther J. Commonsense Cataloging. 2nd rev. ed. H. W. Wilson, N.Y. 1974. \$9.00

Spotlight: Media Solution. AV Communication of Ohio School Librarians. \$2.00. Available from: Isabelle Pratt
1226 S. Blanchard St.
Findlay, Ohio 45840

Standards for Cataloging, Coding and Scheduling Educational Media. Department of A-V Instruction, NEA, Washington, D.C., 1968. \$1.00.

University of S. California. NICEM Indexes.

Weihs, Jean; Lewis, Shirley; and MacDonald, Janet. Non-Book Materials: The Organization of Integrated Collections. Ottawa, 1973.

3. If future plans for the school library media center include the arrangement of all media so that students and teachers can browse and choose materials for themselves, AV materials as well as books should be classified by the Dewey Decimal system. However, if certain materials will be made available only by calling for them through the circulation desk (after finding title or call number in the index), then these materials can be assigned a location number or may be shelved alphabetically without the use of a call number.
4. All school library resources should be indexed by subject, as well as by title and other appropriate entries. Subject headings for all library materials, print and nonprint, whether classified by the Dewey Decimal or other system, should be chosen from those subjects recommended in the latest edition of Sears List of Subject Headings.

CATALOGING CODE FOR NONPRINT MATERIALS

Since you are limited to three (3) spaces in coding nonprint materials on the computer, the following code is suggested for use on the line above the Dewey number. If you desire to use color-banded cards (a different color for different types of media) those suggestions are also included.

<u>MEDIUM</u>	<u>CATALOG CARD COLOR</u>	<u>SYMBOL</u>
Charts	Green	CH
Globes	Green	GL
Maps	Green	MAP
Pictures	Green	PIC
Activity Cards	Green	AC
Study Prints	Green	ST
Filmstrip (silent)	Blue	FS
Filmstrip (sound)	Blue	FSS
Filmloops	Blue	FL or MPL
Films (8mm and 16mm)	Blue	FI
Kits (multi-media)	Blue	KIT
Records	Red	RE
Recordings (rec. albums)	Red	RE
Tape Recordings	Red	TA
Dioramas	Orange	DI
Flash Cards	Orange	FC
Games	Orange	GA
Models	Orange	MO
Teaching Aids	Orange	TEA
Specimens	Orange	SP
Slides	Brown	SL
Transparencies	Brown	TRA

(If preferred, color groupings may conform to the groups of nonprint materials listed below.)

1. PROJECTED VISUAL

Still Image

Filmstrip
Filmstrip-sound
Slide Sets
Transparency Sets

Moving Image

16mm film
8 mm film/loop
Video tape

2. AUDIO

Cassette
Disc
Tape

3. GRAPHICS

Posters
Art & Study prints
Maps & globes

4. TACTILE

Games
Realia
Models

5. MULTI-MEDIA KITS

SUGGESTED PROCEDURES
FOR PROCESSING, FILING AND SHELVING

PROCESSING

12345678901234567890

1
2
3
4
5
6
7
8
9
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F Burnford, Sheila
Bur Incredible Journey. Little, 1961.

c.1 Little 760415 4.95 9/1/76 B & T
c.2 McGraw 780137 6.95 2/10/78 B & T

SHELF LIST
(1) Shelf list card using copy numbers. (Accession numbers, cost, date of purchase and source may also be recorded here.)

12345678901234567890

1
2
3
4
5
6
7
8
9
0

F Burnford, Sheila
Bur Incredible Journey. Little, 1961.

1. Dogs - Stores. 2. Cats - Stories.
3. Animals - Stories. I. Title

AUTHOR CARD
(2) Author card. Tracing for subject headings, and title entry is placed on front of all cards.

12345678901234567890

1
2
3
4
5
6
7
8
9
0

Incredible Journey.
F Burnford, Sheila
Bur Incredible Journey. Little, 1961.

TITLE CARD
(3)

1. Dogs - Stories. 2. Cats - Stories.
3. Animals - Stories. I. Title

0

12345678901234567890

1
2
3
4
5
6
7
8
9
0

DOGS - STORIES
F Burnford, Sheila
Bur Incredible Journey. Little, 1961.

SUBJECT CARD
(4)

1. Dogs - Stories. 2. Cats - Stories.
3. Animals - Stories. I. Title

0

ALL DRAWINGS ON THIS PAGE ARE APPROXIMATE SIZE

Book Pocket

F		c.2	
Bur			
Burnford			
Incredible Journey			

Book Card

F		c.2	
Bur			
Burnford			
Incredible Journey			
Date			

Date Due Slip

Date Due			

Workslip

709	Craven, Thomas
Cra	The Rainbow
	book of art.
	World Pub., Co., 1956.

WORKSLIP--if there is more than one copy of a book, one should be marked copy 1, the second copy 2, until all are recorded.

EXPLANATIONS

1. The numbers to the left and top of the examples indicate spacing.
2. The call numbers start on the second space from the left and third line down. The author's name starts on the 10th space (first indention) and the title on the 13th space (second indention). This is only a suggested spacing. The important thing is to decide on a style and follow it thereafter.
3. x = one space.
4. It is best to keep all the important information on the shelf list card as in example (1). This eliminates the need of an accession book which is tedious to keep and is duplication of effort. The shelf list then becomes the holdings record. (The shelf list cards can be reproduced on a copier and the sheets stored in the vault if the administrator feels this is needed.)
5. The tracing indicates the added cards beside the author card. Arabic numbers are used only for subject headings. Roman numerals are used for additional cards such as title, joint author, etc. The tracing is typed just above the hole in the catalog card, starting at second indention with second line starting at first indention.
6. Subject headings are typed in capital letters and begin at the second indention.
7. Accession number follows copy number which start on second space, two lines below date of publication. The price, date of purchase and source follow on the same line.
8. These examples are only suggestions. It is important that a style of card be established and followed consistently.
9. File the cards for the shelf list by grouping together all cards with the same classification number; i.e., have all the cards for books in the 000's together, followed by those for the 200's, 300's, 400's, 500's, 600's, 700's, 800's, 900's, F, SC, and R. Further arrange the cards numerically by the classification number as the books are arranged on the shelves; i.e., all cards for books for travel, (910) together, all books on U.S. History (973) together, etc.

If there are several books with the same classification number, further arrange by author's name.

Arrange the cards in the file or drawer from front to back.

219

Filing

1. Alphabetical order, word by word. (Nothing (space) before something.) Disregard kind of entry, punctuation, etc., except that personal surname entries are arranged before other entries beginning with the same word. Thus, a single word or letter precedes a longer word beginning with the same letter/letters.
2. When two or more headings begin with the same word, arrange next by the first different word.
3. Disregard initial articles, but regard every other word in the entry, including articles, prepositions, and conjunctions. File by the words following the initial article.

Example: I Married Adventure
Image books
Images of America
In the Days of Giants
Inca

4. Disregard punctuation marks that are a part of a title or name.
5. Arrange initials, single or in combination, as one-letter words, before longer words beginning with the same initial letter whenever they occur in an entry.

Example: Doctor at Sea
Dr. Christian's office
Mister Chris
Mrs. Miniver

Arrange "Mc" as though spelled "Mac".

Example: MacIness
McKenny
Macleish

6. Arrange entries for initials and other abbreviations for geographical names, as if written in full.

Example: Concord, VT.

Concord, VA.

GR. Brit. Office of Commonwealth Relations

Great Britain on Trial

Numerals are arranged as if spelled out.

Example: 17 million jobs

Seventeenth Summer

Twentieth Century Caesar

2,000 Fathoms Down

Prefix names are arranged as single words.

Example: DeKruie, Paul

DeMille, Agnes

DeVoto, Bernard

DuMaurier, Daphne

7. Headings for the official government divisions (committees, bureaus, departments, etc.) are arranged by the first word of the subheading.

Example: U.S. Department of Agriculture

U.S. Office of Education

United States Steel Corporation

Shelving

Shelving books requires time and care. Remember--a mis-shelved book is a lost book. Time will be saved if these rules are followed in shelving:

1. Be sure all books have the proper book card in the pocket.

2. Arrange books on the book truck accord to

A. Collection

1. Reference (R)
2. Biography (B or 92; 920 for collective biography if shelved separately)
3. Story Collection (SC)

B. Classification

1. By call number as they appear on the shelves
3. Shelf from left to right, from top to bottom.
4. Books should be shelved loosely so the spine is not weakened or torn when taken from the shelf.
5. Use both hands when shelving--one to open the space and one to replace the book.
6. There should be a book end for every shelf.
7. Watch constantly for mis-shelved books and straighten as you shelve.

THE LIBRARY MEDIA COLLECTION

MATERIALS SELECTION POLICY

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE MATERIALS SELECTION POLICY ACTIVITY ASSISTS THE LIBRARY MEDIA STAFF IN THE DEVELOPMENT OF A WRITTEN POLICY ON WHICH TO BASE SELECTION, MAINTENANCE AND RECONSIDERATION OF LIBRARY MEDIA MATERIALS.

WHY

A WRITTEN MATERIALS SELECTION POLICY PROVIDES A UNIFIED STRUCTURE OF GUIDELINES BY ESTABLISHING CRITERIA FOR THE SELECTION AND MAINTENANCE OF LIBRARY MEDIA MATERIALS AND BY PROVIDING A PROCESS FOR THE RECONSIDERATION OF CONTROVERSIAL OR CHALLENGED MATERIALS.

WHO

THIS ACTIVITY MAY BE USED WITH THE LIBRARY MEDIA STAFF, A COMMITTEE OF TEACHERS, AND THE ADMINISTRATIVE STAFF. IF THERE ARE MORE THAN TWO LIBRARY MEDIA SPECIALISTS IN THE DISTRICT, IT WOULD BE BETTER TO INVOLVE ONLY THE LIBRARY MEDIA STAFF FOR PART I OF THE ACTIVITY. PART II INVOLVES THE LIBRARY MEDIA STAFF AND THE ADMINISTRATIVE STAFF.

WHEN

THIS ACTIVITY TAKES 2 - 3 DAYS. IT REQUIRES 3 TO 4 WORKING SESSIONS WITH LIBRARY MEDIA STAFF AND ONE GENERAL SESSION WITH THE LIBRARY MEDIA STAFF AND THE ADMINISTRATIVE STAFF.

WHERE

THIS ACTIVITY SHOULD TAKE PLACE IN THE LIBRARY MEDIA CENTER OR IN A CONFERENCE ROOM. IT IS IMPORTANT THAT THE GROUP CAN INTERACT WITHOUT INTERRUPTIONS. WORKING TABLES ARE NEEDED. PART II (THE ADMINISTRATIVE MEETING) CAN BE HELD IN THE BOARD OF EDUCATION CONFERENCE ROOM OR OTHER CONFERENCE ROOM LARGE ENOUGH TO SEAT THE GROUP.

HOW

—————→
TURN THE PAGE

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THE LIBRARY MEDIA COLLECTION
MATERIALS SELECTION POLICY

AIM

DEVELOPMENT OF A MATERIALS SELECTION
POLICY

PURPOSE

INFORMATION
CLARIFICATION
FORMULATION
EXAMINATION

MATERIALS

HANDOUTS:

THE VALUE OF A WRITTEN SELECTION POLICY
FOR SCHOOLS

MATERIALS SELECTION POLICY COMPONENTS

- * SELECTING MATERIALS FOR SCHOOL MEDIA
CENTERS: GUIDELINES AND SELECTION
SOURCES TO INSURE QUALITY COLLECTIONS -
AMERICAN LIBRARY ASSOCIATION

SAMPLE MATERIALS SELECTION POLICIES (A-E)

SAMPLE RECONSIDERATION FORMS (A-B)

GUIDES TO SELECTION

(ANY OTHER REFERENCE MATERIALS DESIRED)

- ** DISTRICT'S OR SCHOOL'S PRESENT MATERIALS
SELECTION POLICY, IF ONE EXISTS
PAPER AND PENCIL/PEN

* MAY BE OBTAINED FROM AMERICAN LIBRARY ASSOCIATION

** FURNISHED BY PARTICIPANTS

DIRECTIONS

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Part I - First Session

Pass out the handout: The Value of a Written Selection Policy for Schools. Explain to the participants that the purpose of this inservice is to develop a written selection policy for the school or district. Give them time to read the handout.

Pass out the "Materials Selection Policy Components" handouts. Explain each of the components:

1. The policy should contain a brief paragraph stating the philosophy of the school district.
2. It should also include a statement giving the philosophy of the library media program and its role in the curriculum.
3. Criteria for the selection and reevaluation of the library media materials should be delineated. These criteria should be practical, simple, and flexible. The statements should be general enough to cover the situations that may arise and yet specific enough to support the decisions made.
4. The selection procedure should be outlined, stipulating who will do the selecting, how it will be done, and the selection of tools which will be used. The listing of specific tools should be limited. Instead, a general list with suggested options for using other selection instruments should be given.
5. A procedure for reconsideration of materials should be given careful deliberation. The process of reconsidering challenged materials must be given step by step. Caution should be taken to formulate a procedure that is fair, workable and affords protection for all.
6. A form to be used with challenged materials should be developed and included in the Materials Selection Policy.
7. A procedure for disposing of gift materials should be devised along with a form or letter which can be given to the donors.
8. A policy regarding the discarding of old materials or those materials which are no longer useful should also be included. The criteria used as a basis for discarding should be stipulated.
9. The policy should be presented to the administrative staff for revision or additions. When agreement has been reached by the

library media staff and the administrative staff and the written policy is in its final form, it should be presented to the Board of Education for approval.

Ask for questions and further clarification. (This is a logical time for a 15-20 minute break.)

BREAK

NOW

If the district has a written policy that is to be revised, have the participants go over the policy item by item, discussing and clarifying its merits and shortcomings. Select one member of the group to record the comments. When there is no further discussion, proceed.

If there is no present policy, proceed to the next session.

NEXT

Pass out sample book selection policy and reconsideration forms. (These could have been mailed out prior to the inservice.) If these materials are handed out at this time, give the participants 15 minutes to read through the samples. At the end of the time, discuss the samples examining them for practicality, possible flaws, improvements that could be made, adherence to the components, etc. Pertinent questions should be asked to lead the participants into an evaluative discussion. Allow sufficient time for productive dialogue. End the discussion when it appears to be non-productive or misdirected.

Divide the participants into groups of 2-3 members and assign each group a section/s of the Materials Selection Policy, i.e. philosophy, criteria, selection procedure, etc. Have them develop their portion of the policy. They may use any resources that are available.

The handouts, "Selecting Materials for School Media Centers", "Guides to Selection", "Sample Materials Selection Policies" and "Sample Reconsideration Forms" and any other reference sources available should be handed out. Allow them to decide where each group will meet and how long each subgroup will work before reconvening. When everyone is clear as to their task,

assignment, location, resources and time allotted, take a break (lunch, coffee or break for the day).

BREAK

Part I - Second Session

Take time to reemphasize to the participants their assignment to be accomplished in the subgroups and announce the length of work time, 1½ hours. If there are no questions, let the participants go to their designated work location and proceed on their task. Move from group to group helping them clarify their thinking, providing any necessary information, raising provocative questions as an incentive to clear thinking. Allow an hour and a half for group work before taking a break. Inquire if more group work time will be needed. If so, announce that the small groups will continue after the break. If it appears that most groups have completed their assigned section, then announce that the participants will reconvene as one group after the break. Avoid allowing too much time for small group writing or participants will tend to deviate from their task.

BREAK

After break, allow another hour for small group work if needed. Announce that they will have one hour to finish their section. (If duplicating services are available have each subgroup duplicate copies of their section for each participant during the break.)

BREAK

If the extra hour was not needed and the participants have reconvened as a large group, then proceed to the discussion of each section. Hand out copies of each section to each participant. Have each subgroup present their section, answering any questions that will clarify the writing.

If clarification is needed, it is an indication that some revision is necessary. As moderator, direct them to think about how each section will

be perceived by the school personnel and the lay public, and also what effect it will have on their library media program. Test the statements with mock situations to see if they will stand in good stead. The following questions should be kept in mind:

1. Are the statements too rigid or too flexible?
2. Does it say what we mean it to say?
3. Can it be misinterpreted?
4. Is it fair, practical, workable, etc.?
5. Does it adhere to basic district policy and philosophy?
6. Will it be difficult to defend?
7. Is the wording concise and direct?
8. Is it readable and in good grammatical form?

(Other questions may be added)

(This presentation and dissection of each part of the instrument may take one session, 1½ - 2 hours, or it may take two sessions of that length depending on the group.) Agreement should be reached by the group on each section before proceeding to the next section.

BREAK

It is best if this break occurs at the end of the day since it will allow the participants time to reread the entire instrument in sequence and give individual thought to it.

Upon reconvening, ask the participants if they wish to make any other corrections, revisions, additions, or modifications. If so, allow time for discussion and additions of these changes. Assign someone the task of typing and duplicating the completed policy. If the participants are all library media specialists from one district suggest that they set up a conference with their building principal to discuss the policy before the administrative meeting. If there is only one library media specialist, this responsibility should be assigned to him/her. (The Trainer should have already set up the administrative meeting to be attended by the participants and all the administrative staff of the district.) Announce the date, time and location of the administrative meeting and ask the participants to bring their copy of the finished product and to be prepared to

answer questions and defend their policy.

Part II

Administrative Meeting

The aim of this meeting is to provide for clarification and constructive revision of the policy by the participants who wrote it and those who will need to uphold it. This session will probably take 3 hours. Allow for a 15-20 minute break when the time seems appropriate. (The Trainer should have provided a copy of the instrument to each member of the administrative staff prior to the meeting, instructing them to read and carefully examine each part of the policy. Advise them to bring their copy of the policy to the meeting and be prepared to ask questions. It is wise to also furnish for them copies of the handouts "Value of a Materials Selection Policy" and "Materials Selection Policy Components". Have some extra copies of the policy on hand for those who forget to bring them or extra persons that may attend.)

Open the meeting with a short statement on the value of a materials selection policy and a rationale for having a written policy for the district.

Dealing with each section one at a time, open the discussion by setting some ground rules: (a) Direct your questions to the participants who developed the policy. (b) Refer specifically to the statement of concern by indicating page and paragraph number. (c) Avoid bringing up past personal experiences unless relevant and specific. (d) Ask for clarification rather than criticizing a statement that has been misinterpreted. (e) Aim for constructive criticism and (f) Assume a cooperative spirit. Everyone is working toward a common aim. Facilitate interaction. Avoid assuming a judgmental position. It is their district and their policy and they are more familiar with their problems. Moderate the group so that; (a) everyone wishing to be heard has the right to speak, (b) no one monopolizes the discussion, and (c) the discussion remains productive and focused on the topic.

When the discussion has ceased to be productive and each part of the instrument has been examined, ascertain who will be responsible for the

retyping of the corrected copy and the distribution of it to all parties concerned. Wrap up the discussion with brief comments about the advantages of having a written materials selection policy and stress that a written policy is worthless unless it is utilized. Also stress that in the case of challenged materials both the library media specialist and administrator of the building in which the problem exists must be notified immediately. Mention that the administrative staff might also want to inform the news media of the adoption of a written policy.

Close by stating that a period of 2-4 weeks should be used for deliberation of the completed copy at which time a brief meeting of the same group members might be called to verify that this policy is acceptable. It is then the responsibility of the superintendent, and anyone else the superintendent wishes to select to present the accepted policy to the Board of Education for approval.

This inservice can be evaluated through a questionnaire or checklist or by the fact of an accepted and approved workable policy.

THE VALUE OF A WRITTEN SELECTION POLICY FOR SCHOOLS

A selection policy is a plan for selecting books and other materials for school library media centers. Its value as a written policy is to bring understanding about selection policies to all those interested in the reading of youth. "Policies and Procedures for Selection of School Library Materials", approved by the American Association of School Librarians, July 12, 1961, can serve as an official guide to those wishing to formulate a policy.

The points stressed in this statement include patterns of policy making, selection of personnel, types of materials covered, objectives of selection, criteria for selection, selection tools, challenged materials, and the School Library Bill of Rights. Included also are some examples of policy statements. The principles of the selection policy can be applied when selecting all types of print and nonprint materials for use by students.

The advantages of a written policy for the selection of materials are numerous: (1) It encourages thinking on the part of library media specialists, teachers, administrators and parents about the needs of that particular school library media center; (2) it promotes cooperation among many groups; (3) it stimulates critical evaluation of materials and improves selection; (4) it brings understanding to the practices and problems facing those selecting materials and helps with the interpretation of those problems; (5) it provides a positive approach to controversial or challenged materials; (6) it insures wise use of funds; (7) it is an answer to the gift book problem.

MATERIALS SELECTION POLICY
COMPONENTS

1. Philosophy of School
2. Philosophy of the Library Media Center
3. Criteria for Selection
4. Selection Procedure - Who, How, What
5. Procedure for Reconsideration of Materials
6. Form for Reconsideration of Materials
7. Gifts
8. Discarding
9. Policy Presentation to Administration for Approval

GUIDES TO SELECTION

Sources for locating information about materials include:

BOOKS

- Children's Catalog, Estelle W. Fidell, ed.
- Junior High School Catalog, Estelle W. Fidell and Gary L. Bogart.
- Standard Catalog for High School, Estelle W. Fidell and Toby M. Berger.
- Books for Elementary School Libraries, Elizabeth D. Hodges.
- Science Booklist for Children, American Association for the Advancement of Science.
- Children's Books to Enrich the Social Studies for the Elementary Grades, Helen Haus.
- Children's Books in Print, Bowker.

REFERENCE MATERIALS

- Reference and Subscription Book Reviews, ALA.
- Reference Books for Elementary and Junior High School Libraries, Carolyn Peterson.
- Guide to Reference Books, Constance Winchell.
- Guide to Reference Books in Paperback, Bohdan S. Wynar.
- Guide to Reference Books for School Media Centers, Christine L. Wynar.
- Reference Books: A Brief Guide, Mary N. Barton and Marion V. Bell.

PERIODICALS

- Magazines for Libraries: For the General Reader, and School, Junior College, College and Public Libraries, Bill Katz.
- Periodicals for School Libraries: A Guide to Magazines, Newspapers, and Periodical Indexes, Marian H. Scott.

PAPERBACKS

- Paperback Books for Children, American Library Association.
- Paperback Books for Young People, John T. Gillespie and Diana T. Spirt.
- Paperbound Books in Print, Bowker.

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REVIEWS IN JOURNALS

Instructional Material

Appraisal
Booklist
Bulletin of the Center for Children's Books
Elementary School Journal
English Journal
Horn Book
Instructor
Math Teacher
The Modern Language Journal
Reading Quarterly
Scholastic Coach
Scholastic Scope
School Arts
School Library Journal
School Science and Mathematics
Science Book
Science Teacher

Professional Material

American Education
American Libraries
Education Digest
Educational Leadership
Learning
Media and Methods
Phi Delta Kappa
Teacher
Today's Education

BOOK SELECTION POLICY

Materials for the library media center shall be selected by the library media specialist with the cooperation of the faculty, the administration, and in some instances the students. Final decision on purchases should rest with the library media specialist.

The primary objective in the selection of library materials is to implement, enrich, and support the educational program of the school. Materials should be provided which will develop the reading skill of all students and meet their literary tastes. The library media center should contribute to development of the social, intellectual and spiritual values of the students.

The criteria for selection of library materials:

1. Needs of the school
 - a. based on present collection
 - b. based on knowledge of the curriculum
 - c. based on requests from administrators and teachers
2. Needs of the individual student
 - a. based on knowledge of children and youth
 - b. based on requests of students, parents, and other patrons
3. Provision of a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view
4. Provision of materials of high artistic quality
5. Provision of materials with superior format

Selection of materials will be assisted by reading, examination, and checking of reputable, unbiased, professionally prepared selection aids.

There shall be the fullest practical provision of materials presenting all points of view concerning the problems and issues of our times, international, national, and local. Books or materials of an obscene nature or those advocating overthrow of government of the United States by force or revolution shall not be recommended.

Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment. If the

inclusion of a title on the library shelves is questioned, the library media specialist shall have a Citizen's Request for Reconsideration of a Book form turned in by the person who questions the book. This form shall be filled out and submitted to the superintendent. The Board of Education should be informed by the superintendent. Allegations thus submitted will be considered by a committee among the faculty which will be appointed by the superintendent. This committee will be in the subject matter field of the book or material challenged and the challenged book or material will be judged by the committee as to its conformity to the principles stated above. The books or materials involved will be suspended pending a decision by the committee.

A PHILOSOPHY FOR SCHOOL LIBRARIES

I BELIEVE

that the school library should be
an integral part of the school program
administered by the educational authorities
recognized as a necessary feature of a well-rounded
educational program

I BELIEVE

that the school library should include
adequate personnel trained for school library work
adequate books and other materials
materials selected and suitable for the school group
to be served
adequate quarters and equipment
quarters located and arranged for easy, frequent and
inviting access
adequate instruction for facilitation and encouraging
the use of the library materials
adequate budget for keeping the program vital

I BELIEVE

that the school librarian should
be concerned about the total school program
keep himself informed about the program
participate in the development of the program
emphasize the relationship of the library to every aspect
of the program

written by Mary Peacock Douglas

Concerning Selection:

The following statement was taken from Today's Education magazine, April, 1976, issue. This writer summarizes our selection policy in an excellent manner.

"Library materials generally are not 'required' reading. While they are an integral part of the educational process, libraries serve to expand and broaden the traditional classroom activities: in truth, libraries are mind-expansion facilities.

In the process of acquiring knowledge and searching for truth, children learn to discriminate and to choose from among the myriad conflicting points of view. Individuals must learn--must be taught--to think, to choose, to make decisions rationally and logically in light of the evidence available. These traits must be developed, for there is no magical day in life on which we wake up suddenly in possession of these abilities. The library is primary in this process, for it provides for all patrons materials presenting all points of view concerning the issues and problems in society. From the pool of accumulated wisdom, each individual chooses whatever suits his or her needs, wants and intellectual development.

Full freedom of expression and free access to information are the essential ingredients of our system of government. If we are truly going to be a government of the people, by the people, and for the people, then the people must have full availability of and unrestricted access to information. The process must begin as early in life as possible in order that each individual knows how to accommodate and assimilate the varying points of view, for it is not so called dangerous ideas which are fatal to a democracy but rather the suppression of ideas."

Two priorities of library media specialists are:

1. The school library media center and the system of which it is a part must make a firm commitment to provide library materials presenting all points of view concerning the problems and issues of our times. Furthermore, the library media center and the school system must commit themselves to protecting the rights of an individual to use the contents of the library media center.
2. We must educate the general public, and particularly parents, to the role of the library media center within the school system. It is a unique institution which grinds no axes, heralds no causes, and promotes no philosophy but which does present materials from across the social and political spectra and says to each child, "Think!" That is the role which must be emphasized.

MEDIA SELECTION POLICY

As stated in the School Library Bill of Rights, approved by the American Association of School Libraries, the _____ Public School Libraries reaffirm that the responsibility of the School Library Media Center is:

To provide materials that will support and enrich the curriculum, taking into consideration the individual needs and varied interests, abilities and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in factual knowledge and will also develop ethical standards, and cultural, literary and aesthetic appreciation.

To provide materials that reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Selection and Evaluation of Materials

In the selection of materials, the following will apply:

1. Choice of materials, shall be governed by the demands of the instructional program.
2. Since materials are selected to provide for the interests and needs of the school community and the school program, therefore, they will be selected cooperatively by teachers, principals and library media specialists. Suggestions from students will be considered if they meet the standards of selection and evaluation.
3. Selection of materials will be assisted by the reading, examination and checking of standard evaluation aids: standard catalogs, book reviews, and bibliographies that recommend books for high school usage.
4. Criticisms of any instructional media use should be submitted in writing to a committee appointed by the building principal. The committee's decision will result in reinstatement, restriction, or removal. Use of the attached form developed by the National Council of Teachers of English is recommended for this purpose.

SAMPLE SELECTION POLICIES

Educational Media Selections

Each school should develop written guidelines for the selection and use of educational media. The following may be used in its present form, or modified to fit the media center's special needs.

- A. Selection of useful, usable educational media is primarily the responsibility of school media personnel in consultation with the administration, faculty, students, parents and others, using as guiding principles those set forth in the American Association of School Librarians' "School Library Bill of Rights":

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

- B. Selection procedures will utilize various reputable evaluation tools such as those published by the American Library Association, the Association for Educational Communications and Technology, the H.W. Wilson Company, R.R. Bowker, Educational Film Library Association and others generally accepted by the educational media profession.

C. Criteria for selection

1. Needs of the individual student:
 - a. Based on the knowledge of children and youth
 - b. Based on requests from administrators and teachers
 - c. Based on knowledge of the curriculum
 - d. Based on requests of students
 - e. Based on requests of parents
2. Provision of a wide range of media on many levels of difficulty.
3. Provision of materials of high artistic quality, superior format and accurate information.
4. Consideration will be given to those topics of varying points of view: Religion, Ideologies, Sex Education, Sex, Profanity and Science.
 - a. Religion - Factual, unbiased material which represents all major religions should be included in the library media center collection.
 - b. Ideologies - The library media center should, without making any effort to sway reader judgment, make available basic factual information on the level of its reading public, or any ideology or philosophy which exerts a strong force, either favorably or unfavorably in government, current events, politics, education, or any other phase of life.
 - c. Sex Education - Materials presenting information on sex should be subjected to a stern test of literary merit and reality by the library media specialist, who takes into consideration the majority of library media center's users.
 - d. Sex - While the library media specialist would not in any case include the sensational or over-dramatic, the fact of sexual incidents appearing should not automatically disqualify any material. The decision should be made on the basis of whether the selection presents accurate information.
 - e. Profanity - The fact that profanity appears in material will not automatically disqualify a selection. Care will be taken to exclude materials using profanity in a lewd or detrimental attitude.

- f. Science - Medical and scientific knowledge should be made available without any biased selection of facts.

D. Gifts

Gifts of media or money to purchase library media center acquisitions are welcomed. Gifts will be accepted with the understanding that their use or disposition will be determined by library media specialists, teachers, administrators, or the school media selection committee members.

E. Request for reconsideration of educational media

1. Reconsideration of any educational media owned by the school shall follow a due process of evaluation and recommendation before any censorship results.
2. The media will remain in use until the final decision on its retention or rejection is made.
3. The complainant shall submit the objection in writing on the form provided by the principal, specifically identifying passages regarded as unacceptable.
4. The written complaint shall be submitted to the school principal.
5. The principal will then set in motion the procedure set forth in Board Policies.
6. Following the above procedure, provisions set forth in School Board Policies shall prevail.

S A M P L E

School _____ Date _____

REQUEST FOR RECONSIDERATION OF EDUCATION MEDIA

Name of Complainant _____

Address _____

Occupation _____

Kind of Media _____

Title _____ Author or
Producer _____

Reason for Objection (Cite particular sequences and approximate location in media.) Specific Objections:

Any merits noted in this media:

Have you read, viewed and/or auditioned the entire material to which you object? _____

Have you read, viewed and/or auditioned other media by this author or producer? _____

List titles previously examined: _____

What material on the same subject would you recommend for replacement?

Title _____ Author or
Producer _____ Copyright
Date _____

Is your alternate selection in our library media center? _____

Signature _____

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LIBRARY RESOURCE CENTER MATERIALS SELECTION POLICY

I. Statement of Philosophy

The Board of Education and media staff of the _____ Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

Bill of Rights for Library Media Center Programs

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds and maturity levels of the students served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs and ideas so that young citizens may develop the habit of critical thinking, reading, listening and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political and ethnic groups, and their contributions to our American heritage as well as a knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

II. Responsibility for Selection of Materials

The Board of Education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library resource center are selected by the library media specialist with the cooperation of the faculty, the administration and, when feasible, the students.

III. Criteria for Selection

- A. It is the policy of the _____ Public Schools to select materials for library resource centers in accordance with the following principles:
 - 1. Instructional materials are chosen because they are of interest and have learning value for the students in the community. Materials are not excluded because of race, nationality, religion or political views of the writer.
 - 2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our times, international, national and local. Books and materials of sound, factual authority are not removed or banned from library resource center shelves because of partisan or doctrinal disapproval.
- B. Certain factors are considered in the selection of library resource center materials.
 - 1. Selections are made for, and in accordance with, the different maturity levels of the students.
 - 2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
 - 3. In the selection of materials, reviewing tools such as standard catalogs are used. When possible, audio-visual materials are previewed before purchase or ordered with return privilege guaranteed.
 - 4. The following specific criteria are considered:
 - a. The overall purpose of the material and how well it is accomplished.
 - b. Reputation and significance of the author.
 - c. Timeliness or permanence of the material.
 - d. Importance of subject matter to the collection.
 - e. Accuracy of material.
 - f. Reputation and standards of the publisher or producer.
 - g. Readability and reader appeal.
 - h. Quality of writing and illustrations.
 - i. Appearance of the title in material selection aids.
 - j. Price.

5. Non-fiction subjects which are topics of criticism are carefully considered before selection. Among these are:
 - a. Religion - Factual, unbiased materials which represent all major religions may be included in the library resource center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.
 - b. Ideologies - The library resource center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public on ideologies or philosophies that are of current or continuing interest.
 - c. Science - Medical and scientific knowledge suitable to the developmental stage of the students should be made available without any biased selection of facts.
6. Fiction has assumed an important role as an educational medium. The sound treatment of significant historical, social and personal problems in books of fiction can contribute to the understanding of human problems and human relations. Fiction is acquired to supplement areas of the curriculum and to encourage and develop the reading interests of students.

IV. Gift Books and Materials

- A. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with Board of Education funds. The practice of a donor's purchasing new books or materials as library resource center gifts is discouraged. It is preferable that donors make monetary gifts for purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.
- B. Gift books and other materials, once accepted by the _____ Public Schools, become the property of the _____ Schools.

V. Guidelines for Reconsideration of Materials

It is recommended that a student or his/her parent should have the right to reject the use of library resource center materials which seem incompatible with his/her values and beliefs. It is further recommended that classroom assignments involving library resource center materials provide for alternate choices. This procedure is consistent with the National Council of Teachers of English statement on Students' Right to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children.

Any parent who wishes to request reconsideration of the use of any library resource center material in the school must make his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to the Review Committee. No administrator, library media specialist or teacher should agree to withdraw an item without referring it to the Review Committee which determines whether the material should be withdrawn from any or all schools.

This Review Committee is appointed as needed with recommendations for its membership being made by the Coordinator of Library Media Services and approved by the Superintendent. Its membership normally consists of:

Voting Members

Assistant Superintendent for Instruction	
Curriculum Consultant	
Principal	appropriate
Library Media Specialist	to the level
Instructional Staff Member	of the material
Coordinator of Library Media Services, Chairperson	

Non-voting Members

Complainant(s)	
Principal	representing
Library Media Specialist	school which
Instructional Staff Member(s)	received complaint

The material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals. The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the Coordinator of Library Media Services.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the Board of Education through the Superintendent. The final decision then rests with the Board of Education.

POLICIES AND PROCEDURES FOR SELECTION OF SCHOOL LIBRARY MEDIA CENTER MATERIALS

Philosophy of the School

The philosophy of the _____ Public Schools is to provide the very best possible education for all children, regardless of race, religion, or national origin, using every possible source of funds to make this education possible, placing the child and the child's welfare above all else, and constantly exploring new concepts in education as a means of improving the teaching-learning situation in the classroom.

Philosophy of the School Media Program

The expansion of school library media programs to include a diversity of materials is a natural outgrowth of the acceptance of the concept of the library or school media center as an integral component of the instructional program of the school. It is no longer realistic to think of teaching and learning materials only in terms of the printed word. To support its educational program, a school needs material in many forms related to all curriculum areas.

Legal Responsibility for Selection

The Board of Education, as the governing body of the school district, is legally responsible for the library media center materials selected. Since the Board is the policy-making body, it delegates to professional personnel of the district the authority for the selection of materials in accordance with this policy.

Selection of useful, usable educational media is primarily the responsibility of the school library media specialist. This selection is a cooperative process which should involve the administration, faculty, students, parents and others, using as guiding principles those set forth in the American Association of School Libraries' "School Library Bill of Rights":

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Students' Right to Read

The right of any individual to read is basic to democratic society. This right is based on the only tenable assumption for democratic living: that the educated free man possesses the powers of discrimination and is to be entrusted with the determination of his own actions. The right to read, like all rights is embedded in our constitutional traditions, can be used wisely or foolishly. In many ways education is an effort to improve the quality of the choices which are the exercise of this right. But to deny the opportunity of choice in the fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading and of the individuals and groups to express their views for the guidance of others. But for the same reason, we oppose efforts by individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon a community at large.

National Council of Teachers of English

Criteria for Selection

Taking into consideration the School Library Bill of Rights of the AASL, and the Right to Read statement of the NCTE, materials selected will be evaluated on the interests, difficulty, suitability of grade level, social significance, and permanent or timely value. The collection will be chosen on the basis of factual accuracy, authoritativeness, imagination, style appropriate to the idea, vitality and distinction.

Selection Procedures

Selection of materials for the media center shall be the responsibility of the media specialist with the cooperation of the faculty, the administration and students. Final decision on purchase should rest with the media specialist. In an elementary school which does not have the media center or central library, the elementary teacher is designated as librarian for her room. That teacher shall use the criteria for selection stated in this policy.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides such as: The Children's Catalog, Junior High School

School Library Catalog, Senior High School Library Catalog, H. W. Wilson's publications, and others generally accepted by the educational media profession.

Gifts

Gift books and materials are accepted with the understanding that they must meet the same selection criteria as those purchased with Board of Education funds. Once accepted, the gift items become the property of the _____ Schools and the donated materials will be used in the most appropriate manner for the students and faculty involved.

Final decision will rest with the media center specialist of the recipient school. In buildings without centralized media centers, the materials will be evaluated by the same standards used for selection of new materials.

Weeding

Worn and obsolete materials discourage students in their search for reliable information, encourage users to handle materials carelessly, and detract from the appearance of the school media center. The best service from the school media program is given when the print and nonprint materials are up-to-date and in good condition. Users should be able to rely upon the materials as being the best that are available.

Criteria for Weeding

Physical condition (yellowed, brittle, scratched, warped, torn, or otherwise marred for use)

Outdated format (fine print, outdated and/or unattractive visuals)

Outdated and/or inaccurate content

Inappropriate subject or treatment of the subject when considered in relation to the needs of the students and teachers to be served by the media program

Mediocre or poor quality presentation of content (consider literary, audio and visual quality)

Materials will be disposed of accordingly (this policy needs to be decided upon so materials will be disposed of in a uniform manner)

Request for Reconsideration of Educational Media

1. Reconsideration of any educational media owned by the school shall follow a due process of evaluation and recommendation before any action is taken.
2. The complainant shall submit the objection in writing on the form approved by the principal, specifically identifying passages regarded as unacceptable.

3. The written complaint form shall be submitted to the school principal and the media center specialist.
4. The material will be referred to a committee consisting of the principal, media center specialist and three certified staff members of the school involved for consideration.
5. The committee and complainant will read and examine the material referred to in its entirety and meet within two weeks for review and discussion of their findings.
6. The decision of this committee shall be made in writing to the complainant.
7. Appeals from this committee's decision will be considered by a district-level committee consisting of the Assistant Superintendent of Instruction, Administrative Assistant for Instructional Services, Administrative Assistant for Research and Attendance, the Principal and Media Center Specialist of the school involved. This committee will follow the process outlined in Item 5.
8. If further appeal is necessary, the district-level committee's opinion will be reviewed by the Superintendent and the Board of Education.

CITIZEN'S REQUEST FORM FOR RE-EVALUATION OF MATERIALS

School _____

Initiated by _____

Address _____ Telephone _____

Representing: _____ Self _____

_____ Organization or Group _____

Material Questioned:
(Print)

Author _____ Title _____

Publisher _____ Copyright Date _____

(Non-print)

Type of Media (film, filmstrip, record, etc.) _____

Title _____ Publisher _____

Please respond to the following questions. If sufficient space is not provided, please use additional sheet of paper.

1. Have you seen or read this material in its entirety? _____

2. To what do you object? Please cite specific passages, pages, etc.

3. What do you believe is the main idea of this material? _____

4. What do you feel might result from use of this material? _____

5. What reviews of this material have you read? _____

6. For what other age group might this be suitable? _____

7. In its place, what material do you recommend that would provide adequate information on the subject?

8. What would you like your school to do about this material? _____

_____ Date _____

Signature _____

Sample A

CITIZEN'S REQUEST FOR RECONSIDERATION OF EDUCATIONAL MATERIALS
(To be submitted by all citizens requesting the reconsideration of
school materials)

Author _____ Hardcover _____ Paperback _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip Code _____

Complainant represents: _____ himself/herself

_____ (name organization) _____

_____ (identify other group) _____

1. To what in the book do you object? (Please be specific; cite pages)

2. What do you feel might be the result of reading this book? _____

3. For what age group would you recommend this book? _____

4. Is there anything good about this book? _____

5. Did you read the entire book? _____ What parts? _____

6. Are you aware of the judgment of this book by literary critics?

7. What do you believe is the theme of this book? _____

8. What would you like your school to do about this book? _____

_____ do not assign it to my child

_____ withdraw it from all students as well as from my child

9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Signature of Complainant _____

Sample B

The following form must be submitted by all citizens requesting the reconsideration of school materials:

CITIZEN'S REQUEST FOR RECONSIDERATION
OF LIBRARY RESOURCE CENTER MATERIALS

Author _____ Type of Material _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip Code _____

After reading the entire book or listening to/viewing the entire material, please answer these questions:

To what in the material do you object? (Please be specific; cite pages, frames, etc.)

For what age group would you recommend this material? _____

Is there anything good about this material? _____

Are you aware of the judgment of this material by professional critics?

What do you believe is the theme of this material? _____

What would you like your school to do about this material?

_____ Do not assign it to my child

_____ Withdraw it from all students

_____ Other _____

Signature of Complainant

Date 285

LIBRARY MEDIA COLLECTION EVALUATION OF A COLLECTION

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

CONTINUOUS EVALUATION AND MAINTENANCE OF THE LIBRARY MEDIA COLLECTION CAN SERVE MANY PURPOSES. TECHNIQUES AND USEFUL METHODS ARE PRESENTED IN THIS ACTIVITY.

WHY

THE EVALUATION OF THE COLLECTION CAN BE USED AS A NEEDS ASSESSMENT FOR IDENTIFYING PROBLEMS IN MANAGEMENT OR FOR IDENTIFYING NEEDS AND WEAKNESSES IN THE COLLECTION ITSELF. IN ORDER TO MAINTAIN A BALANCED HIGH QUALITY COLLECTION WHICH REFLECTS THE NEEDS OF THE COMMUNITY, THE INSTRUCTIONAL PROGRAM AND THE USERS OF THE LIBRARY MEDIA CENTER, THE COLLECTION MUST BE PERIODICALLY EVALUATED.

WHO

THE ACTIVITY IS PLANNED FOR THE LIBRARY MEDIA CENTER STAFF.

WHEN

THIS ACTIVITY CAN BE THE TOPIC OF A PROFESSIONAL DAY PROGRAM OR AS A PART OF A WORKSHOP. TIME REQUIRED FOR THIS PORTION IS TWO HOURS.

WHERE

THE LIBRARY MEDIA CENTER SHOULD BE USED FOR THIS ACTIVITY IN ORDER TO UTILIZE THE RESOURCES.

HOW

→
TURN THE PAGE

ACTIVITY

LIBRARY MEDIA COLLECTION EVALUATION OF A COLLECTION

AIM

PROVIDE INFORMATION ON METHODS OF EVALUATING
A COLLECTION.

ASSESS THE VALUES OF EVALUATING A COLLECTION
AND USES OF DATA RESULTING FROM THIS
PROCESS.

DETERMINE RATIONALE FOR MAINTAINING AN
ACTIVE COLLECTION.

DESCRIBE METHODS OF MAINTAINING THE COLLEC-
TION.

PURPOSE

EVALUATION
INFORMATION
SKILLS TRAINING
PROCESS SKILLS

MATERIALS

HANDOUTS:

EVALUATING AND SELECTING MATERIALS
INVENTORY PROCEDURES
BOOK INVENTORY
WEEDING THE SMALL LIBRARY COLLECTION
WEEDING THE SCHOOL LIBRARY
MAINTAINING A QUALITY MEDIA COLLECTION
THROUGH SYSTEMATIC WEEDING
(ANY OTHER RELATED MATERIALS)

REFERENCE:

STEPS TO SERVICE BY MILDRED L. NICKEL
(CHICAGO: ALA) 1975.

MATERIALS
CONTINUED

NEEDS ASSESSMENT ACTIVITIES A AND/OR B
UNDER THE LONG RANGE PLANNING MODULE MAY
BE USED IN CONJUNCTION WITH THIS ACTIVITY.

DIRECTIONS

—————→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

INSTRUCTIONS TO TRAINER

If the Needs Assessment activities A and/or B from the Long Range Planning Module are used time should be allotted for this.

Pass out handout: Evaluating and Selecting Materials. Read through this information expanding and clarifying if necessary. Give suggestions as to how to enhance the evaluation. Allow for questions and discussion. This should take about 15 minutes. More time may be allowed if necessary.

Hand out "Inventory Procedures" and "Book Inventory" sheets. Explain the procedure for conducting an inventory of holdings and how to record the information on the Book Inventory sheet. The same procedure can be followed for audiovisual materials and equipment inventory.

Now explain how the information gathered during the inventory can relate to the evaluation. The quantity of materials in each area, 100's, 200's, etc. should be evaluated in relation to the courses offered in the instructional program of the school. The collection should complement the curriculum. Allowances should also be made for the hobbies and interests of the students and the major interests of the community.

Explain that comparisons should be made between the quantity of different types of audiovisual materials and equipment. Example: Three slide projectors in the building and no slides would indicate an imbalance, or 20 filmloops and no filmloop projector would not be of much use.

This would give a quantitative evaluation of the collection.

The collection can be evaluated qualitatively by comparing the holdings to standard lists indicated in the handout "Evaluating and Selecting Materials". Teachers can be utilized to evaluate the materials in their subject area for relevance, recency and interest level.

Ask for input from the group as to other ways to evaluate a collection. Allow for reactions or comment. This portion of the activity can be covered in 30 minutes. Allow more time if necessary.

NOW

State to the group the need for discarding materials that are no longer usable. Give some reasons for discarding these materials, such as:

1. To maintain quality
2. To update the collection
3. To relieve crowded conditions
4. To maintain a good appearance
5. To insure credibility

Ask the group for other reasons. When the topic is exhausted, dismiss the group for a break, leaving them with the thought that the procedure of weeding a collection will be discussed after the break.

BREAK 15-20 minutes

Pass out the handouts: Weeding the Small Library Collection, Weeding the School Library and Maintaining a Quality Media Collection Through Systematic Weeding.

Allow 10 minutes for perusing the material. If the participants become restless begin the presentation. Using the handouts as guidelines, present ideas on why we weed a collection, when to weed, who should weed and a simple procedure for weeding. Emphasize that it is a judgmental process and should be done as objectively as possible keeping in mind the students' interests, the community, the curriculum, established standards and common sense.

Allow time for discussion and questions. When the discussion has ended, ask each participant to go to the shelves and pick out a book that they would weed from the collection and have them bring it with them as they return to their chair. Have each participant read the title of the book they have picked and give the reason for weeding the book. If anyone in the group disagrees they should be allowed to challenge. If a controversy ensues, a voting could take place. (If the group is large, volunteers might be asked to participate in this process. Ten volunteers would be enough.)

Wrap up the activity by reemphasizing the different processes that compose an evaluation of the collection, both quantitative and qualitative. This part on weeding could take 45 minutes.

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EVALUATING AND SELECTING MATERIALS

The evaluation and selection of materials forms the very basis of your job. Without properly selected materials there can be no program of service. You should realize that your school is unique, and your collection should be structured around those unique features.

FIRST, STUDY THE COMMUNITY AND THE SCHOOL

The Community:

- Compile basic statistical information.

- Determine the composition--education level, occupations, socio-economic levels, racial and ethnic groups.

- Discover community facilities--recreational, cultural, social.

- Study community government--power structure, role of political parties.

- Explore the public library and other libraries in the area with future cooperation in mind.

The School:

- Check enrollment--increasing, decreasing, staying the same.

- Study the curriculum; make a list of all courses taught for reference.

- Determine the educational philosophy of the school and the attitude toward education in the community.

- Determine the teaching strategies and methods--team teaching, modular scheduling, differential staffing, individualized learning, contracting, open-classroom, computer-assisted instruction.

- Investigate the reading abilities of the students.

- Check extra-curricular activities, clubs, and interests of the students.

NEXT, EVALUATE THE PRESENT COLLECTION

Consider:

- Size--compare with state, regional, and national standards.

- Variety of types of media

- Content analysis:

 - Ratio of print to non-print materials

 - Ratio of non-curricular to curricular materials

 - Ratio of fiction to nonfiction

Content analysis (cont.):

- Ratio of paperbacks to hardbacks
- Percentages of materials in each broad subject area
- Recency of publication
- Inclusion of materials in socially-significant subject areas which may not be a part of the curriculum and areas which may not be an expressed interest of students; the Black experience in an all-white school, women's liberation

Check holdings against standard lists:

Periodicals against Reader's Guide and Periodicals for School Libraries

Elementary collections against the latest editions of The Elementary School Library Collection, The Children's Catalog, and Books for Elementary Schools

Secondary collections against Senior High School Library Catalog, Junior High School Library Catalog, Books for Secondary School Libraries, and Reader's Advisor.

Invite teachers from each subject area to evaluate the collections in their areas.

Scrutinize the reference collection.

- Recency is crucial; check that you have the latest editions.
- Check encyclopedias. How many sets do you need? Do you need a new set each year? How often should sets be replaced?
- Analyze the kinds of reference questions answered. What questions could not be answered? What reference books should be selected to answer them?

FINALLY, EVALUATE CURRENT SELECTION POLICIES AND PROCEDURES

- Do you have a written selection policy statement for your system? For your building? Have these statements been approved by the administration and the board?
- Does your policy statement include a statement on how to handle donations and gifts?
- Does your policy statement include a procedure for handling complaints about materials?
- Do you have a systematic weeding policy for both print and non-print materials?
- Are teachers and students involved in the selection process?

This material taken from:

Biagini, Mary K., Ed., Spotlight, Media Selection - Handbook for Media Specialists. Ohio Association of School Librarians, 1972-73.

INVENTORY PROCEDURES

1. Arrange the books and materials in the correct order on the shelves.
2. Check the shelf list cards to be certain they are in order. The shelf list order corresponds to the order of the materials on the shelves.
3. Compare shelf list with books and materials on the shelves and note any books and materials missing by putting a paper clip on the shelf list card. When two people are available, one may read the shelf list while the other checks the materials on the shelves.
4. Check the circulation records and other records which might be helpful in locating missing materials.
5. If the materials cannot be located, remove the paper clip and note on the shelf list card: Missing 1977 or M77.
6. If the materials cannot be located in a second annual inventory, the shelf list may be marked: Missing 1978 or M78.
7. Many library media centers consider the materials lost at this time and the author, title and subject cards are removed from the card catalog.
8. The shelf list and other records relating to the materials are marked with a note indicating the materials are lost or lost and paid or discarded.

BOOK INVENTORY

	1976	1977	1978	1979
000				
100				
200				
300				
400				
500				
600				
700				
800				
900				
Biography				
Short Story				
Reference				
TOTAL				
+Uncataloged				
Lost				
Discarded				
GRAND TOTAL				
Total + Uncataloged				
Number of				
Periodicals				

WEEDING THE SMALL LIBRARY COLLECTION

This exercise is intended to give help to small libraries in removing worn, unused, outdated books from their shelves. A smaller collection which is good, attractive, and used is a greater credit to the community than a large number of books which tend to remain on the shelves because of poor format or poor content. When a collection has been thoroughly weeded and eventually re-built, an inventory which shows a fairly equal count of discards and acquisitions is considered healthy. Systematic weeding is not an irresponsible disposal of public property, but a public service which is often the first, most needed act in increasing library use. It is an integral part of book selection. An occasional mistake in weeding is far less serious than the cumulative effect of a weed-cluttered collection. So-- get the understanding approval of your Board, avoid undue publicity, and

Take Courage and Weed!

WHY WEED?

- To UTILIZE in the best and most economical way the available SPACE in your library, relying on other sources such as your nearest city library or your county, regional, or state library for those little-used materials which would crowd your shelves or strain your budget.
- To GIVE your library a reputation for RELIABILITY.
- To REMOVE an outward ILLUSION of a well-stocked library in the eyes of those who do not use it and who may oppose your appeals for a better book budget.
- To GIVE your library a fresh inviting APPEARANCE.
- To HAVE a collection which is UP-TO-DATE.
- To FIND the books which need REPAIR, REBINDING, OR REPLACING.
- To be able to GIVE the best possible library service through a collection of materials of QUALITY.

WHEN TO WEED?

Continuously. As each book passes across the desk or is shelved, it should be examined with its possible continued use in mind.

Assistants can readily spot books which need mending and those which should be set aside for the librarian's decision as to rebinding or discard.

Periodic Examination of the Collection. In small libraries, weeding of all the collection for binding, mending, discarding, and replacement should be done every two or three years. Larger libraries will probably weed some classes of books each year.

WHO SHOULD WEED? THE LIBRARIAN

The Book Collection is the librarian's responsibility and he or she is the one who should know it best and interpret it to the community. The librarian should also KNOW THE COMMUNITY NEEDS.

Attention of the librarian is directed to the weak spots in the collection for later purchase. The librarian, in scanning basic lists during shelf weeding, will find titles which may have been overlooked in building the collection.

Others may be invited to help. Librarians from neighboring city, county, regional or state libraries may give assistance or advice. LOCAL individuals with special professional interests or hobbies--e.g., professors, ministers, engineers, stamp collectors, bird or animal fanciers, etc.--might help with suggestions for replacement titles.

Every library needs a written Materials Selection Policy, endorsed by the Board, which includes a section on discarding.

A Word of Caution

Individual bias and interest must not be allowed to dominate. The community should be able to find information in the library on all sides of questions, and adequate, up-to-date information in all subject fields.

WHAT TO WEED?

Books of Poor Content, as: outdated information (applies particularly to science, medicine, health, technology, geography, travel and transportation; trivial subject matter or a trivial approach to it; mediocrity of writing--i.e., bad sentence structure, poor vocabulary, etc.; false

information; unused volumes of sets; repetitious series, particularly in children's field (see accompanying list--a partial list of series not circulated by standard libraries); superseded editions.

Volumes of No Use in Your Library: Three to five years without circulating, the librarian's knowledge that it has not been used in the library for reference purposes, and that it is not a standard title would probably warrant discarding. Even classics, if unused because of unattractive appearance, should be replaced with better editions.

Remove unneeded duplicate titles of fiction and nonfiction; also superfluous books in subject fields in which the community has little interest (one or two basic books would be sufficient in the smallest libraries).

Books of Very Poor Appearance: Badly bound and printed editions: small print, shoddy binding, dull print, cramped margins, poor illustrations, soft pulpy paper, thin paper through which print shows.

Worn out books: Yellow, brittle, dirty paper; mutilated pages, missing pages; frayed binding; broken backs; dingy or dirty covers.

Sets whose antiquated appearance discourages use.

Keep books by local authors and those with local setting.

Every title will require your own judgment. There are no universal rules. You must think in terms of your patrons, your whole community, and your knowledge of books. Anyone who can select wisely can weed books wisely. The following practices are guides, which you can adapt for your own operations.

HOW TO WEED:

Weeding Process at Shelves. First, acquire a supply of medium-sized cartons, and prepare to assemble boxes of:

- A. Discards which are not to be replaced.
- B. Books which are to be replaced with same or better edition.
- C. Books to be bound.
- D. Books to be mended.
- E. Books to be given away or exchanged.

Then, at shelf (accompanied by shelf list file if you are inventorying):

If a book is in poor physical condition decide whether it is to be discarded, replaced by a new copy, bound, or mended.

If a nonfiction book is not of historical value, and if it is no longer accurate so that it is useless for current study or information purposes, DISCARD it.

If book has not circulated in five years, to the librarian's knowledge has not been used, and if its location and appearance have given it a fair chance to circulate, consider for discard unless it appears in at least one of the standard booklists:

Standard Catalog for High School Libraries (also a good adult fiction and nonfiction for the smallest public libraries).

Children's Catalog.

Fiction Catalog (Adult).

Blackshear. Buying List of Books for Small Libraries.

Syracuse. Gold Star List of Fiction.

Standard Catalog for Public Libraries (Adult nonfiction).

Use any other standard guides in addition.

If book has circulated frequently in the past five years but is not in a standard list and is over ten years old, consider for discard. Where you have a shelf of popular fiction authors, all or many of whose titles are not in the lists (e.g., Grace Hill Lutz, Lucy Montgomery, Kathleen Morris), remove older titles and worn titles, and replace only newer titles or those known to be slightly better, until demand subsides.

If a fiction book is not listed in the Fiction Catalog, the Gold Star List of Fiction, the Children's Catalog, or in other standard lists, and if it is not popular in your community discard it.

Books to be Bound.

1. Bind, if cover is loose or shabby or sections of book are loose, and if content is in demand and is worth preserving, and pages are intact with good margins, print, paper. Do not bind if a new copy can be purchased at about the same cost as binding. Consider buying a paperback copy.

2. Books to be bound should have at least 1/2 inch side margin. Do not bind more than once.

Books to be Mended.

1. Minor mends only (10 or 15 minutes per book at the most). Do not mend a book which ought to be discarded or replaced--staff time, too, is costly.

2. Mend good titles which are irreplaceable (out of print or very expensive).

Books to be Given Away or Exchanged.

1. Assemble unneeded good titles in good physical condition (usually duplicates) for gift or exchange with other libraries or institutions. Remember that a title not usable in your library should not be in another, except in cases of differing community interests.

2. Consult your state or university library for advice on highly specialized books or early editions which might be used in a larger library.

For nonfiction, refer also to the outline "Specific Helps in Weeding Nonfiction".

For children's books, the same instructions apply except that you must watch to remove books whose format and reading difficulty (or "listening" difficulty) do not match the interest level of the book. Keep books listed in Children's Catalog, however. Guard against banal, over-pretty, condescending illustrations (as well as the same type of literary style). (Most children's books should be bought in reinforced or library bindings to give them the longest possible useful life.)

Disposing of Discarded (or giveaway) Books.

1. Remove book cards. See first that book is properly carded before removing card, and that the book card includes copy number (or, if used, accession number) as well as author, title, and classification of book.

Label packs of cards ("Discarded", "To Be Replaced," etc.).

2. Use these cards as a guide in: (a) Marking shelf list card or accession book "Withdrawn" with date. (Use of shelf list card file rather than an accession book is recommended for keeping records of books owned.) (b) Removing shelf list card and all public catalog cards if book to be discarded is last copy and no replacement copy is to be ordered. (c) Ordering replacement copies if needed. (d) Keeping monthly and yearly record of total number of books discarded.

3. Mark each book "Discard". Remove pocket and date slip. Best disposal to ensure that they do not reappear is to sell them for old paper, or burn them. If they are sold for old paper, all ownership marks should be removed.

Specific Helps in Weeding Nonfiction

000	Encyclopedias	New edition is needed at least every ten years.
	Bibliographies	Seldom of use after ten years from date of copyright.
	Books about reading	Guides, etc. Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that controversial issues are well represented from all sides.
310	(Almanacs ((Yearbooks	Superseded by each new volume. Seldom of much use after five years
320	(Politics ((Economics	Books dealing with historical aspects--determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
340	((Government	Ten years. Watch for new material on government to supersede older.
350	(	
360	Social Welfare	Weeding depends on use. Most non-historical materials are passe after ten years.
370-380	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years. Try to keep collection current by discarding and purchase.
600-618	Inventions, Medicine	Five years, except for basic material on inventions and anatomy.
620	Farms, Gardens, Domestic animals, etc.	Keep up-to-date with new editions and new material to replace older.

621	Radio, television	Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material; except, keep almost all cookbooks.
650	Business, etc.	Ten Years.
660	Chemical, Food products	Five to ten years, according to content.
690	Manufactures, Building	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of community, and on accuracy of fact and fairness of interpretation.
940-990	History	Depends on use and needs of community. Only outstanding World War II material should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get on market.
910	Travel and Geography	Discard travel books before 1948 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1950 probably only of historical interest. Watch later books also for hasty writing and misinformation.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.

Rare Books

List books published prior to 1900 and other old editions about which you are in serious doubt. Include publisher and copyright date. Send list to State Library or university library for advice on value, possible sale to rare book dealer, or on storage in state or research libraries which are the natural depositories for old and valuable yet little used material.

Periodicals,
Newspapers

Keep five years, those which are in demand for reference. Magazines may be kept longer, and some of these might be bound after one year, e.g., National Geographic, Harper's Atlantic, New Republic. If space is limited, bound volumes might be disposed of after ten years. For further assistance, consult your county, regional, or state library. Consider microforms.

Pamphlets

Weed roughly according to "Specific Helps" for nonfiction, but keep only up-to-date material.

Government
Documents

Order and discard according to use and requests of patrons. Small libraries should not keep all.

A Partial List of Series not Circulated by Standard Libraries

Alden, Mrs. Isabella, pseud. Pansy
Aldridge, Janet. Meadow-brook girls
Alger, Horatio. Many titles
Allen, Betsy. Connie Blair series
Appleton, Victor. Moving picture series; Tow Swift series
Arundel, Louis. Motor boat boys
Baily, Arthur Scott. Slumber town series; Tuck-me-in-tales series
Baker, Willard F. Bob Dexter series; Boy rancher series
Bancroft, Edith. Jane Allen college series
Baum, L. Frank. Oz books
Benson, Irene Elliott. Campfire girls
Bishop, Giles. U.S. Marines series
Blanc, Clair. Beverly Gray series
Blanchard, Amy. Many titles
Bonehill, Ralph (pseud. of Edward Stratemeyer). Boy hunter series;
Young sportman's series
Boone, Silas K. Phil Bradley series
Botsford, Charles Alexander. Victory series
Brandeis, Madeliné. Children of all lands series, Children of America series
Breckenridge, Gerald. Radio boys series
Breitenbach, Louis Marks. Hadley Hall series
Brooks, Amy. Dorothy Dainty series; Khaki girls; Randy series
Burgess, Thornton W. Bedtime story books; Many other stories

Burley, Uncle Sam's army boys
 Burnett, Alice Hale. Merryvale series
 Burnett, Carolyn Judson. Blue Grass seminary girls
 Burnham, Margaret. Girl aviators
 Burroughs, Edgar Rice. The Tarzen books, all titles
 Carey, Ross Nouchette. Many titles
 Carson, James. Saddle boy series
 Carter, Herbert. Boy Scout series
 Castlemon, Harry. Frank series and other series
 Chadwick, Lester. Quarterback series and other series
 Chapmen, Allen. Tom Fairfield and other series
 Cody, Hiram Alfred. Rod of the lone patrol and other series
 Colver, Alice Ross. Stories about Babs
 Cory, David. Billy Bunny series; Little Jack Rabbit series
 Craine, E.J. Airplane boys
 Crane, Laura Dent. Automobile girls
 Crockett, Sherman. Great war series
 Darlington, Edgar B.P. Circus boys
 Deering, Fremont B. Border boys
 Dell, Ethel M. Many titles
 *Dixon, F.W. Ted Scott series; Hardy boy series; Mystery stories
 Douglas, Amanda Minnie. Helen Grant series
 Drake, Robert C. Boy allies
 Duffield, J.W. Bert Wilson Series; Radio boys series
 Durham, Victor G. Submarine boys
 Edwards, Leo. Jerry Todd books; Poppy Ott books
 Ellis, Edward Sylvester. Launch boys and other series
 Emerson, Alice B. Betty Gordon series; Ruth Fielding series
 Ferris, J.C. X Bar X boys
 Finlay, Roger Thompson. Wonder Island boys
 Finlay, Martha. Elsie series
 Fisher, Elbert. Boy globe trotters
 Fitzhugh, Percy Keese. Tom Slade series
 Flitcher, Archibald Lee. Boy Scouts adventure and nature series
 Flower, Jessie Graham. Grace Harlow series
 Forbes, Graham B. Boys of Columbia High
 Forrester, Dexter J. Bungalow boys
 Foster, Walter Bertram. Clint Webb series
 Garis, Howard Roger. Buddy series; Curlytops series; Uncle Wiggily series
 Garis, Lillian. Girl scout series
 Gardner, Elsie B. Maxie stories
 Garland, John. Ross Grant series
 Ginther, Mary Pemberton. Beth Anne series; Betsy Hale series; Hilda and Beth series; Miss Pat series
 Gordon, Grace. Patsy Carroll series
 Gayson, Donald. Bob Steele series
 Griffith, Helen Sherman. Letty books; Virginia stories
 Hancock, Harrie Irving. Annapolis series; Boys of the army; Dave Darrin series; Grammar school series; High school boys' vacation series; Motor boat club series; West Point series; Young engineers
 Hare, Thomas Truxton. College athletic series; Phillip Kent series
 Harvard, Aline. Army girl series
 Hawley, Mabel C. Four little Blossoms series
 Hayes, Clair Wallace. Boy allies

Hemyng, Bracebridge. Jack Harkaway series
 Henderley, Brooks. Y.M.C.A. boys
 Henty, G. A. Many titles
 Higgins, Aileen Cleveland. Little princess series
 Hill, Grace Livingston. Many titles
 Holmes, Mary Jane. Many titles
 Honeywell, Frank. Radio boys
 Hope, Laura Lee. Bobbsey twins series; Moving picture girls; Outdoor girls
 Irwin, Inez Haynes. Maida series
 Jackson, Mrs. Gabriel Emilie (Snow). Three little women series; Peggy Steward series
 Johnston, Annie Fellows. The little colonel series
 Judd, Frances K. Kay Tracey series
 Judson, Clara Ingram. Mary Jane series
 Kay, Ross. Big war stories, Go ahead boys
 *Kenne, Carolyn. Nancy Drew mystery stories
 Langworthy, John Luther. Bird boy series
 Lawrence, Josephine. Brother and sister series; Two little fellows series
 Lawton, Wilbur. Boy aviators; Dreadnaught boys; Ocean wireless series
 Lee, Alice Louise. Co-ed series
 Lester, Pauline. Marjorie Dean series
 Lincoln, Andrew Carey. Motorcycle chums series
 McIntyre, John Thomas. Young continentals
 Meade, Mrs. Lille Thomas. Titles for girls
 Mears, James R. Boys of steel
 Miller, Agnes. Lingernots series
 Morrison, Gertrude W. Girls of Central High
 North, Grace May. Adele Deering series; Virginia Davis series
 Optic, Oliver (pseud of William Taylor Adams). Many titles
 Overton, Mark. Jack Winter series
 Patchin, Frank Glines. Battle ship boys; Pony riders; Range and grange hustlers
 Patten, Gilbert (pseud. of Burt L. Standish). Lefty series
 Paull, Minnie E. Ruby and Ruthy series
 Pauson, Howard. Boy scout series
 Penrose, Margaret. Motor girls; Dorothy Dale series; Radio girls
 Pollyanna books
 Porter, Horace. Our young aeroplane scouts
 Ralphson, George Harvey. Boy scouts
 Rathbone, St. George. Canoe and campfire series
 Rockwood, Roy. Bomba books, Dave Dashaway series; Great Marvel series; Speedwell series
 Roy, Lillian Elizabeth (Becker) (pseud. of Mrs. William Nelson Montford). Five Little Starrs series; Girl Scouts
 Scott, Florence E. Paul and Peggy series; Morgan Oakdale series
 Sheppard, William Henry Crispin. Don Hale series; Rambler club series
 Sherman, Harold M. Football series; Home run series
 Snell, R.J. Many titles
 Southworth, Mrs. Emma Dorothy Eliza Nevitte. Many titles
 Speed, Nell. Carter girls; Molly Brown series; Tucker twins
 Standish, Burt L. Dick Merriwell series; Frank Merriwell series
 Standish, Winn (pseud of Walter Leon Sawyer). Jack Lorimer series
 Stratemeyer, Edward. Dave Porter series; Rover boys series

Striker, Fran. Lone ranger series; Tom Quest series
 Stuart, Gordon (pseud. of G.N. Madison). Boy scout series
 Thorndyke, H.L. Honey Bunch books
 Tomlison, Paul Green. Flag and country series
 Trent, Martha. Somewhere series
 Vandercook, Margaret O'Bannon (Womack). Campfire girls; Girl Scout series;
 Ranch girls; Red Cross girls
 Victor, Ralph. Comrades series; Boy Scouts
 Waler, Abbie Phillips. Sandman series
 Wallace, Stanely J. Jack Armstrong series
 Walsh, George Ethelbert. Twilight animal series
 Walton, Frank. Flying machine boys
 Ward, Kenneth. Boy volunteers
 Warner, Frank A. Bobby Blake series
 Webster, Frank V. Many titles
 Wells, Carolyn. Patty series
 Wells, Helen. Cherry Ames nurse stories; Vicki Barr stories
 Wheeler, Janet D. Billi Bradley series
 Whitehill, Dorothy. Joyce Payton series; Polly Pendleton series
 Winfield, Arthur M. (pseud of Edward Stratemeyer). Bright and bold series;
 Putnam Hall series
 Woolley, Lazelle Thayer. Faith Palmer series
 Wyman, Levi Parker. Golden Boys
 Young, Clarence. Jack Range series; Motor boys; Racer boys

*These are currently popular because of the television series, however, they should not be first purchases.

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Small Libraries Project
 American Library Association
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 Pamphlet #5

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WEEDING THE SCHOOL LIBRARY

By Eleanor E. Ahlers, Supervisor, Library Services
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Weeding the school library and discarding books no longer useful are almost as important tasks as selecting new books of high quality. Although standards, both state and national, recommend a minimum number of library books that should be included in schools of various sizes the actual number sometimes proves to be not so important as the quality of the books found on the shelves and the use made of them. Examining books throughout many sections of the library and determining their value to the collection are time-consuming tasks. It is necessary to develop policies for weeding and to seek the help of teachers who make use of the various subject areas. In large libraries a few sections can be weeded each year according to plan. The policy for the disposal of materials must be approved by the administration.

The person or persons who do the best job of weeding the school library collection are those who have a thorough understanding of the existing collection, of the curriculum of the school, and of the various units taught in all classrooms. Other qualities needed are an adequate background in literature and knowledge about the characteristics of a good book; understanding of the interests, abilities and needs of the age group served; a background of information about the community and other book resources available.

In a humorous way, Joseph A. Ruef, Coordinator of Adult Services, Levittown, New York Public Library, has made some excellent points in his brief article published in the Library Journal for March 15, 1961. The following are excerpted:

"Since so many people are waving a flag for some cause or another, I'd like to wave one too. Hurrah for discards!

Oh, I know it's been said before, at conferences and right in this journal, and yet I can't help the feeling that discarding is one of the most neglected of basic library activities.

Why? Because I think many librarians hate to throw anything away. They suffer from a sort of paralysis, an emotional block against weeding.

Result: obsolete books which can do more harm than good; crowded, uninviting shelves which repel any but the most persistent reader...

As for obsolescence, out-of-date nonfiction can do much harm when it gives false information...

Fiction is a fertile field for discarding, too. Lots of old novels are no longer in demand. Their outward appearance constitutes the first strike against them; their mediocre quality finishes them off...

What is needed in a large number of libraries is a live, attractive collection, based on demand and quality -- the two watchwords of book selection ...

What is not needed are the crumbs given to the library by some well-meaning grandma who hates to throw her old books in the garbage can. Preserve us from the wrong kind of gifts!

So why wait? Read the literature on the discarding process, and begin to weed systematically. Don't stop: discarding is a continuous, year-round process, not a fitful activity. And don't be afraid to make mistakes; we all make them...

Librarians, you have nothing to lose but the materials you no longer need!"

HOW TO START

Now, with the sage advice offered above well in mind, what are the procedures to be followed when weeding a library collection?

In established libraries

In the first place, there must be a record of the books owned. This should be a shelf list on cards which are arranged exactly as the books are located on the shelves (when they are in order). For an established library it is important to have taken a complete inventory* and corrected the shelf list (and eventually the card catalog) before weeding is attempted. Weeding may well be part of the inventory procedure because it is at that time that each book is handled and carefully scrutinized. (See "Withdrawal Procedures," a section that comes later in this material.)

In schools where centralized libraries are being organized

In small schools where library books are unclassified, or are for the first time being centralized in one place, weeding should be done ruthlessly before books are classified, catalogued, mended, rebound, or even placed on the shelves haphazardly. (Read carefully the section on "Gifts" in relation to the books to be considered for library use.) Consider the following steps:

1. Gather together in one place all the books to be considered for inclusion in the library.
2. Remove those that are definitely worn out. Banish them to the incinerator immediately. Some that are shabby but still useful may be retained in the classroom until used up, if teachers want them.
3. Check titles against approved lists, such as the ALA Basic Book Collections, Children's Catalog and Standard Catalog for High School Libraries. (Listed in the bibliography)

* Information about taking inventory will be found in both the Douglas and Wofford books listed in the bibliography.

4. Segregate those not listed on approved lists, and with the help of teachers determine for each book whether it has value in the library collection. There must be a positive reason for including these books and the criteria given in book selection material should be applied. (Also read carefully the sections that follow under "Kinds of Books" and "What to Discard.")
5. Separate those books that are to be kept into three groups:
 - a. Those that need simple mending or cleaning. (Remove to work area.)
 - b. Those that need rebinding and should be sent to a professional bindery. (Make a list by author and title and box them.)
 - c. Those that are to be processed and added to the shelves as quickly as possible. (Organize a team of helpers and set to work.)
6. When the books have been classified, then the shelf list will be organized and can serve to present the over-all picture of books in various sections of the library. Strengths and weaknesses will be easily apparent (such as over-emphasis on fiction, etc.); standard books selection tools arranged by the Dewey Decimal classification scheme can be utilized when ordering new books to round out the various categories.

Kinds of Books

There are several general categories that comprise the types of books under consideration for retaining or discarding from a school library. A few suggestions are offered under each heading. The general groups include:

1. Books of good quality and in good condition.

Shelve correctly and promote use.

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2. Books of good quality but in poor condition.

Remove from shelves and either (1) place in workroom for simple mending or cleaning, or (2) add to pile of books to be sent to a professional bindery for a complete job of rebinding.

3. Books of poor quality but in good condition.

Check approved lists; if not included, lay aside for examination by teachers. Unless there is a positive reason for retaining the book, remove it from the collection.

4. Out-of-date books

Seek help from teachers in special subject areas, especially in science, social studies, and other rapidly changing subjects where out-of-date information may be filled with errors for today's use. Since some teachers and principals, as well as librarians, tend to be "pack rats," be prepared to suggest replacements for these titles. As the replacements are ordered, discard the out-of-date books in the same area.

MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING

Division of Education Media
State Department of Public Instruction
Raleigh, North Carolina 27602

November, 1970

A prerequisite for assuring a quality, up-to-date collection of media is a thorough and complete evaluation of all materials and equipment already in the collection. Weeding the school media collection and discarding materials and removing equipment no longer useful thus are tasks as important as selecting new media of high quality. Although state, regional, and national standards may define a minimum quantity of books, other printed materials, and audiovisual materials and equipment that should be included in schools, the quantities stipulated are intended to refer only to quality media, since it is recognized that the quality of the media and the actual use made of them are of primary importance. Schools, therefore, should not retain materials and equipment irregardless of their suitability.

Materials

Worn and obsolete materials discourage students in their search for reliable information, encourage users to handle materials carelessly, and detract from the appearance of the school media center. The best service from the school media program is given when the books, magazines, pamphlets, and audiovisual materials are up-to-date and in good condition. Users should be able to rely upon the materials as being the best that are available.

The entire collection should be examined at least once a year to identify those materials which need to be removed from the collection. The practice of continuously weeding materials throughout the year may be the most manageable, the most effective, and the least disruptive of services to students and teachers. Ideally, the school's media center should not be closed before the school year is completed for all students nor should the opening of the media center at the beginning of the school year be delayed beyond the time when teachers first report on the job. Arrangements should be made to provide sufficient staff beyond the school year to complete the

professional and technical responsibilities of the school's media program.

A written policy to guide in the selection and maintenance of a quality media collection should be developed for the school system under the leadership of the professional school media personnel and should be formally adopted by the local board of education. The policy should contain criteria for evaluating and weeding the collection.

The policy should instruct that materials which have one or more of specified characteristics be removed from the collection and permanently discarded. Such specified characteristics would include, but not necessarily be limited to, the following:

- . Poor physical condition (yellowed, brittle, scratched, warped, torn, or otherwise marred for use)
- . Outdated format (fine print, outdated and/or unattractive visuals)
- . Outdated and/or inaccurate content
- . Inappropriate subject or treatment of the subject when considered in relation to the needs of the students and teachers to be served by the media program
- . Mediocre or poor quality presentation of content (consider literary, audio, and visual quality)

All materials weeded from the collection should be permanently discarded unless they can be traded in for discounts on needed new materials. (Materials that can be traded include 16mm films, filmstrips, etc.) Procedures for disposal of the materials should be clearly established and followed. Remember that materials are weeded from the collection because they are no longer suitable for use by students and teachers, not because the materials are no longer suitable for the shelves. The mind of a child is his most valuable possession in the learning process, and it is morally wrong to absorb the attention and time of a child's mind with materials that convey outdated information or concepts. The child, and perhaps even the teacher, is unequipped in many instances to distinguish between information that is outdated and that which is not; therefore, it is important to remember that materials with contents that are partially outdated should be considered as totally outdated materials.

The steps listed below are suggested for carrying out the process of weeding and discarding materials.

1. Work with a manageable group of materials and records at a time.

2. Remove and keep in order the materials to be discarded from the collection.
3. Write in pencil on the shelf list card for each item being discarded the word "Discard" and the date (month, year). Remove the card from the shelf list unless a duplicate remains in the collection. If a duplicate remains in the collection, write the word "Discard" and the date on the shelf list card by the copy number of the item being discarded, and leave the card in the shelf list.
4. Keep in order the cards removed from the shelf list. These cards will be used later as guides to removing the author, title, and subject cards from the card catalog. They will also be used to give a correct inventory record.
5. Keep, by type of material and category, a running count of the items being discarded for which the shelf list cards continue to remain in the shelf list.
6. Stamp the materials "Discard". All materials weeded from the collection are permanently discarded (or traded in for discounts when feasible) according to the policy approved by the local board of education.

Equipment

It is important that each school media program provides for the systematic evaluation and weeding of instructional equipment also. Since the instructional equipment should be kept in operative condition through preventive maintenance and needed repair, the equipment that should be weeded from the collection is that which:

- . is beyond repair or is financially impractical to repair
- . has outlived the usefulness of its function
- . is replaced by more effective and/or convenient equipment.

Many items of used equipment can be traded in for discounts on the price of needed new equipment or can be sold outright by the Division of Purchase and Contract in the State Department of Administration. The copy of the current State Contract for audiovisual equipment which is sent to the superintendent of each school system should be consulted for specific information. Procedures for the efficient handling of the disposal of equipment withdrawn from the collection should be clearly defined by the local school system.

The date (month, year) and the method of disposal used should be written on the inventory control card of each item of equipment that is

withdrawn. (The information should be recorded also on any duplicate copies of the inventory control card that are kept in other locations, for example, in the system-level equipment service center.) Remove the card from the inventory list and place the card with the cards of other withdrawn equipment. Retain these cards until the information that is on them is no longer needed to substantiate inventory and financial reports.

THE LIBRARY MEDIA COLLECTION SPECIAL COLLECTIONS

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE ACQUISITION AND ORGANIZATION OF RESOURCES FOR THE COLLEGE AND CAREER COLLECTION, THE REFERENCE COLLECTION, THE PROFESSIONAL COLLECTION AND THE INFORMATION FILE ARE IMPORTANT IN MAINTAINING A USEFUL AND BALANCED HOLDINGS OF MATERIALS.

WHY

THE SPECIAL COLLECTIONS WITHIN THE LIBRARY MEDIA CENTER COLLECTION REQUIRE VARIOUS ACQUISITION SOURCES, AND SPECIAL PROCESSING AND ORGANIZATION. THE ARRANGEMENT OF THESE MATERIALS MUST MEET THEIR SPECIALIZED USE. THE SHARING OF IDEAS IN HANDLING THE ACQUISITIONS ORGANIZATION AND ARRANGEMENT OF THESE MATERIALS CAN SERVE TO INCREASE EFFICIENT MANAGEMENT OF THESE COLLECTIONS.

WHO

A GROUP OF LIBRARY MEDIA SPECIALISTS WILL FIND THIS ACTIVITY USEFUL IN DISCOVERING EFFICIENT METHODS FOR IMPROVING THE MANAGEMENT OF THESE SPECIAL COLLECTIONS. THE TRAINER CAN ALSO USE THIS ACTIVITY WITH INDIVIDUAL LIBRARY MEDIA SPECIALISTS ON A CONSULTATIVE BASIS.

WHEN

THIS ACTIVITY CAN BE CONDUCTED AS A PART OF A WORKSHOP OR ON A CONSULTATIVE BASIS AT THE CONVENIENCE OF THE PERSONS INVOLVED. THE ACTIVITY TIME NEEDED IS ONE TO TWO HOURS.

WHERE

IT IS BEST TO CONDUCT THIS ACTIVITY IN THE
LIBRARY MEDIA CENTER WHERE THE RESOURCES ARE
AVAILABLE FOR DEMONSTRATION.

HOW

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ACTIVITY

THE LIBRARY MEDIA COLLECTION SPECIAL COLLECTIONS

AIM

PROVIDE INFORMATION FOR MORE EFFICIENT
ACQUISITION, ORGANIZATION AND ARRANGE-
MENT OF THE SPECIAL COLLECTIONS.
PROVIDE FOR IDEA SHARING.

PURPOSE

INFORMATION
DEMONSTRATION
IDEA SHARING
PROBLEM SOLVING

MATERIALS

HANDOUTS:

THE RESOURCE FILE
HOW TO SET UP THE VERTICAL FILE
REFERENCE MATERIALS FOR ELEMENTARY SCHOOL
LIBRARY MEDIA CENTERS: A GUIDE
SUGGESTED REFERENCE MATERIALS FOR SECOND-
ARY SCHOOLS
THE PROFESSIONAL LIBRARY
THE USE OF PAPERBACKS IN SCHOOL LIBRARY
MEDIA CENTERS
SUGGESTED BASIC CAREER INFORMATION MATERIALS
* LIST OF THREE QUESTIONS TO BE DISCUSSED
BUTCHER PAPER, FELT PEN AND MASKING TAPE
(ANY OTHER RELATED AVAILABLE MATERIALS)

* TO BE BROUGHT TO THE SESSION BY THE PARTICIPANTS

DIRECTIONS

→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR THE USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

NOTE

This activity can be used as a part of an inservice session in conjunction with the activity Development of a Collection or the Evaluation of a Collection from the Library Media Collection Module.

If working with a group of library media specialists send them advance information on the activity informing them to examine their special collections, the Information File, the reference collection, the professional library, the paperback collection and the college and career collection. The participants are then to formulate 3 questions concerning the acquisition of materials for these collections, the processing, arrangement and circulation of these collections or any other relevant questions concerning these special collections. These questions are to be listed in priority order. They are to bring these written questions with them to the inservice session.

BEGIN

Pass out the handouts: The Resource File, How to Set up the Vertical File, Reference Materials for Elementary School Library Media Centers: A Guide, Suggested Reference Materials for Secondary Schools, the Professional Library, The Use of Paperbacks in School Library Media Centers, and Suggested Basic Career Information Materials. Have a participant collect the written questions they have brought while the handouts are being distributed.

Allow 10 minutes for the participants to skim through the handouts. During this time, go through the questions and compile them according to their priority order. Give your priority to those questions that will stimulate discussion and sharing of ideas. If some of the questions can be simply answered by referring to the handouts, give these less priority, but address them if time permits.

Begin the session with a brief explanation of the special collections mentioned above. Read the list of questions they have submitted as you

have prioritized them. Possible questions that may arise:

How do I select what material is important to be included in the information file?

What are some problems others have encountered in circulating information file materials and what are possible solutions?

What type of materials should be included in a professional collection and where should it be housed?

How do I judge if a book should be placed in the reference collection or the regular collection?

What are some of the problems arising from circulating reference books and how are these handled?

Should paperbacks be intershelved with hardbacks?

How much cataloging and processing should be considered in handling paperbacks?

What type of service is entailed in regards to a college and career collection?

If the group is large, divide into subgroups appointing a leader for each group who is to report to the large group their ideas on the question discussed by their subgroup. Give each subgroup one or two questions to discuss setting a time limit of 15 minutes.

Reconvene into the large group and call on each leader in turn to report the ideas or solutions generated from their subgroup. Allow time for questions or remarks at the end of each report.

Wrap up the session by answering the minor questions on the participant's lists that could be answered by relating information. Ask for any closing remarks from the participants.

If working on a consultative basis with a library media specialist, examine each special collection, if one exists, answering any questions that may be necessary to facilitate improvement in selection, acquisitions, processing, circulation or arrangement of these materials. Many questions may be answered by referring to the handouts.

SUGGESTIONS

A packet of information file materials properly processed may be used for demonstration purposes.

The Dictionary of Occupational Titles and the Occupational Outlook Handbook may be used to discuss their classification system of career materials.

If there is a career education specialist in the state's department of education, this person may be used as a consultant.

Emphasize that a variety of encyclopedias should be purchased to avoid relating the reference collection to one encyclopedia. The reference collection is NOT synonymous with encyclopedias.

Suggest that a new set of encyclopedias does not have to be purchased each year. There is not much change in information given in the encyclopedia from one year to the next. They could be updated with the yearbook or yearly supplement. A purchase every three years will provide sufficient update.

THE RESOURCE FILE

A. What is a Resource File?

When Library Media Specialists speak of a resource, information or vertical file, they are referring to a collection of clippings, pamphlets, yearbooks, reports, magazine articles and other unbound information which has been arranged by subject and filed in alphabetical order.

B. Why Should A Library Media Center Have a Resource File?

1. To preserve all local information which is difficult to locate in books.
2. To make available information which is too recent to be found in magazines and books.
3. To provide supplementary information in an economical way.
4. To make the Library Media Center more attractive by removing the cluttered appearance that other methods of handling pamphlet material tend to give.
5. To make readily available the kind of information which is found only in unbound form. (See Section C)
6. To prevent damage or loss of this material.

C. What Types of Information Should be Placed in the Resource File?

1. Local information:
 - a. Newspaper clippings
 - b. Leaflets from the Chamber of Commerce
 - c. Historical information
2. Articles from the newspaper on recent:
 - a. Scientific discoveries
 - b. Elections
 - c. Important news
 - d. Other
3. Vocational information
4. Carefully selected government documents

5. Maps
 6. Travel guides, magazine articles or other information in the United States and Foreign countries.
 7. Pictures. (As the library media center grows, it may be advisable to have a separate file for pictures. They should be laminated or mounted to prevent damage.)
 - a. Manners, life and customs of other countries
 - b. Scenery
 - c. Reprints of famous pictures
 - d. Local places of historic interest
 - e. Pictures suitable for exhibits.
- D. What Considerations Should be Given to Material in the Resource File?
1. Guard against pure propaganda of no intellectual value.
Pamphlets are the most forceful medium of groups which have more than an ordinary interest in a subject, so they should be examined carefully.
 2. File only the material which might be used. Be sure the subject heading and the bibliographic information is printed on each item.
 3. Weed the file at least once a year to remove material no longer needed. When discarding, check the apparent use of individual pamphlets as a future guide in the selection of materials to be added.
 4. Mount only clippings of permanent value. For example, all picture and some local material should be mounted, but information which will appear in book form later need not be mounted.
- E. How to Advertise Materials in the Resource File

The value of a pamphlet file is gauged by the use which is made of it. Unless the students are aware of the existence of such material, they will not ask for it. Like all other publicity, information about books and pamphlets and clippings must be continuous. Some suggestions for letting the students know about the wealth of information in a resource file are:

1. Displays in the library. Use with books in a subject display or by themselves on a variety of subjects.

2. Occasional lists of new materials.

F. Sources of Available Materials

BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN. Semi-monthly except August. ALA. \$6.00 per year. ("Free and Inexpensive Material" and "Free and Inexpensive Materials for Children,")

VERTICAL FILE INDEX. H.S. Wilson Company. Monthly. \$6.00 per year.

SELECTED LIST OF U.S. GOVERNMENT PUBLICATIONS. Superintendent of Documents. Issued biweekly. Free.

HOW TO SET UP THE VERTICAL FILE

1. Secure file folders of good quality.
2. Check newspapers, magazines, and other materials for articles to be clipped. Mark items for clipping with a red pencil.
3. Clip the articles. When an article is continued on another page, fasten the two parts together.
4. Mount the clippings which are of permanent value.
 - a. Mount all clippings on white paper uniform size. This sheet, 8- $\frac{1}{2}$ x 11 inches, is a standard size.
 - b. Select a good grade of stock. Cheaper papers crack and yellow quickly. The grade of paper is judged by the rag content, not the thickness. Onionskin of good quality is preferable to a heavier paper of poor quality.
 - c. Mount all clippings with the wide sides of the paper at the top and bottom.
 - d. Leave a margin of one inch at the top for the subject heading. More than one clipping on the same subject may be pasted on a sheet.
 - e. Print (with a pencil) the subject heading in the upper left-hand corner of the mounting paper.
 - f. Use a thin paste so that the clipping will be smooth. Press under heavy books after pasting.
5. Clippings can be kept in small envelopes also.
6. Assign subject headings to the material. THE VERTICAL FILE INDEX, issued monthly, is a guide for subject heading. The READERS' GUIDE TO PERIODICAL LITERATURE will answer as will the SEARS LIST OF SUBJECT HEADINGS. (It is advisable to coordinate subject headings for all materials.)
7. Write the subject heading in pencil on each piece of material to go into the folder. The subject headings are written in pencil because sometimes usage indicates that the pamphlet will be more useful filed under another subject.

8. Make an index of subject headings which are used so that information on the same subject will not be placed under several subject headings, or check Sears with red ink to indicate pamphlets.
9. Mark each folder with the subject headings. Headings printed with black ink are identified more easily than those which are type-written.
10. Give the source and date for each piece of information as it is placed in the folder.
11. Place a card in the card catalog with the typed notation that pamphlet material is available.

FOR EXAMPLE:

Michigan - History

For additional material
see file folder in
Vertical File.

How to Circulate Pamphlets and Clippings

The least complicated method of circulating this ephemeral material:

1. Place the material to be circulated in a large envelope.
2. Write on the envelope the number of pieces of information and subject of each.
3. Stamp or write the date below or opposite the person's name.
4. Keep a "sign out" sheet near the file. Student signs name, subject of envelope, and number of items. If one or two pamphlets--sign titles.
5. Request that the borrower return the material in the envelope.
6. Student crosses through name when material is returned. If all material is not returned at the same time, draw a line through the items which are returned. When all of the material comes in, mark through the charge on the envelope and sheet. The envelope may then be used again.

SAMPLE: 1 manual on care of electrical equipment
3 pamphlets on cookery
1 clipping on work control

2-27-64

Jane Jones

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SOURCES OF VERTICAL FILE MATERIALS:

EDUCATOR'S GRADE GUIDE TO FREE TEACHING AIDS (qAG600, E3 REF)

edited by Patricia H. Suttles, 19 edition, 1973

Educators' Progress Service, Inc.

Randolph, Wisconsin 53956

Includes 9 units of study based on free materials and lists available materials in 15 areas: accident prevention and safety; aerospace education; business education; clubs, hobbies, scouting and special days; communication and transportation; environmental education; fine arts; guidance; health and physical education; home economics; industrial education; language arts and arithmetic; science; social studies; visual and audiovisual aids.

EDUCATORS' GUIDE TO FREE SOCIAL STUDIES MATERIALS (qAG600.E315 REF)

Same address

EDUCATORS' INDEX OF FREE MATERIALS (Index cards - kept in office)

Same address

EDUCATORS' GUIDE TO FREE GUIDANCE MATERIALS (qHF5381.A1E3 REF)

Same address

EDUCATORS' GUIDE TO FREE HEALTH, PHYSICAL EDUCATION AND RECREATION MATERIALS (qZ6121.E38 REF) Same address

FREE AND INEXPENSIVE LEARNING MATERIALS

Division of Surveys and Field Services

George Peabody College for Teachers

Nashville, Tennessee 37203

SELECTED U.S. GOVERNMENT PUBLICATIONS

Superintendent of Documents

U.S. Government Printing Office

Washington, D.C. 20402

VERTICAL FILE INDEX

H. W. Wilson Co.

Other sources would be from writing directly to embassies, museums, city chamber of commerce offices, state tourist information services, etc.

REFERENCE MATERIALS FOR ELEMENTARY SCHOOL
LIBRARY MEDIA CENTERS: A GUIDE

ENCYCLOPEDIAS

- 031 Britannica Junior Encyclopedia for Boys and Girls. 15 V. Encyclopaedia Britannica. \$133.75
- 031 Collier's Encyclopedia. 24 v. Crowell-Collier. \$299.00. (cont. rev)
- 031 Compton's Encyclopedia and Fact-Index. 24 v. Compton. \$149.95
- 031 Compton's Precyclopedia. 16 v. and index. Encyclopaedia Britannica \$77.85.
- 031 Kane, Joseph Nathan. Famous First Facts. 3d ed. Wilson, 1964. \$22.00.
- 031 The Lincoln Library of Essential Information. Frontier Press. \$54.50. (cont. rev)
- 031 Merit Students Encyclopedia. 20 v. Crowell-Collier. \$164.00. (cont. rev)
- 031 The New Book of Knowledge: the Children's Encyclopedia. 20 v. Grolier. \$154.62.
- 031 Our Wonderful World. 18 v. Grolier. approx. \$150.00.
- 031 The World Book Encyclopedia. 20 v. Field Enterprises. \$148.50.

PERIODICALS AND NEWSPAPERS

- 051 Abridged Readers' Guide to Periodical Literature. Wilson. \$15.00.
- 051 Subject Index to Children's Magazines, ed. by Gladys Cavanagh. Cavanagh. \$10.50.

RELIGION AND MYTHOLOGY

- 220.5 Bible. The Holy Bible. Containing the Old and New Testaments. American Bible Society, 1963. Prices vary.
- 220.5 Bible. The Holy Bible. Containing the Old and New Testaments. Oxford.
- 220.5 Bible. The Holy Bible. Revised Standard Version containing the Old and New Testaments. Reference ed. with concise concordance. Nelson, 1959.

- 220.5 Bible. English. Revised Standard. Common Bible with the Apocrypha/Deuterocanonical books. Collins, 1973. Prices vary.
- 221.5 Bible. Old Testament. (Jewish version). Jewish Publication Society of America. Prices vary.
- 290 Life (Periodical). World's Great Religions. Special edition for young readers. Golden Press, 1958. \$7.50.
- 291 Bulfinch, Thomas. Bulfinch's Mythology. 2d rev. ed. Crowell, T.Y., 1962. \$4.66.
- 292 Asimov, Issac. Words from the Myths. Houghton, 1961. \$2.35.
- 292 Bulfinch, Thomas. A Book of Myths; Selections from Bulfinch's Age of Fable. Macmillan, 1942. \$4.95.
- 292 Hamilton, Edith. Mythology. Little, 1942. \$9.38.
- 292 White, Anne Terry. Golden Treasury of Myths and Legends. Golden Press, 1959. \$6.50

SOCIAL SCIENCES

- 301.451 Ploski, Harry A. Negro Almanac. 2d ed. Bellwether, 1971. \$27.95.
- 317.3 Information Please Almanac. Simon & Schuster. \$3.95. (annual)
- 317.3 World Almanac and Book of Facts. Double day. \$3.32. (annual)
- 328.1 Robert, Henry M. Robert's Rules of Order: Newly Revised. A new and enl. ed. Scott, 1970. \$5.95.
- 331.7 The Encyclopedia of Careers and Vocational Guidance. 2 v. Doubleday, 1967. \$30.00
- 369.43 Boy Scouts of America. Boy Scout Handbook. Boy Scouts of America. (frequently revised)
- 369.47 Camp Fire Girls, Inc. The Book of Camp Fire Girls. Camp Fire Girls, Inc. (frequently reprinted and revised.)
- 383.2 Scott Publications, Inc. Scott's Standard Postage Stamp Collection. 2 v. in 1. Scott. \$17.00.
- 383.2 U.S. Post Office Department. Postage Stamps of the U.S. U.S. Government Printing Office. pa. \$1.25. (issued irregularly)
- 391.09 Gorsline, Douglas. What People Wore; a Visual History from Ancient Times to Twentieth Century America. Viking, 1952. \$12.95.
- 394 Dobler, Lavinia. National Holidays Around the World. Fleet, 1968. \$5.50.

- 394 Douglas, George W. American Book of Days. 2d rev. ed. Wilson, 1948. \$10.00
- 394 Hazeltine, Mary E. Anniversaries and Holidays. 2d ed. ALA, 1944. \$7.95.
- 395 Post, Elizabeth L. The Emily Post Book of Etiquette for Young People. Funk, 1967. \$4.66.
- 398 Eastman, Mary Huse. Index to Fairy Tales, Myths and Legends. 2d ed. rev & enl. Faxon, 1926. \$11.00.
- 398 Eastman, Mary. Index to Fairy Tales, Myths and Legends; Supplment. Faxon, 1937. \$11.00.
- 398 Eastman, Mary. Index to Fairy Tales, Myths and Legends: Second Supplement. Faxon, 1952. \$11.00.
- 398.2 Botkin, B.A. A Treasury of American Folklore. Crown. \$5.95.

DICTIONARIES

- 423 Thorndike-Barnhart Beginning Dictionary. Doubleday. \$4.56.
(periodically rev)
- 423 Thorndike-Barnhart Junior Dictionary. Doubleday. \$5.09.
(periodically rev)
- 423 Webster's Elementary Dictionary. Merriam. \$3.56.
(periodically revised)
- 423 Webster's New Student's Dictionary. American Book, 1969. \$5.16.
- 423 Webster's New World Dictionary World. \$3.32. (periodically revised)
- 423 Webster's Seventh New Collegiate Dictionary Merriam. \$6.26.
- 423 Webster's Third New International Dictionary . . . Unabridged. Merriam. \$49.05. (frequently reprinted with additions and changes to keep it up to date.)
- 423 The World Book Dictionary. 2 v. Field Enterprises. \$25.00.
(rev annually)
- 423 Wright, Wendell W. The Rainbow Dictionary. rev. ed. World, 1959. \$6.95.
- 424 Greet, W. Cabell. In Other Words; A Beginning Thesaurus. Lothrop, 1969. \$4.81.
- 424 Greet, W. Cabell. Junior Thesaurus; In Other Words II. Loththrop, 1970. \$5.49.

SCIENCE

- 500.9 Parker, Bertha Morris. The New Golden Treasury of Natural History. Golden Press, 1968. \$7.95
- 500.103 Discovering Natural Science: an Introductory Dictionary. EBE Corp, 1971 \$6.00
- 503 Asimov, Isaac. Words of Science and the History Behind Them. Houghton. 1959. \$5.95.
- 503 The Book of Popular Science. 10 v. Grolier. \$89.50. (frequently reprinted with minor revisions)
- 503 Young People's Science Dictionary. Children's Press, 1964. \$6.60.
- 503 Young People's Science Encyclopedia. 20 v. Children's Press. \$79.95.
- 505 Science Year: the World Book Science Annual. Field Enterprises. \$7.95.
- 510.3 Bendick, Jeanne and Levin, Marcia. Mathematics Illustrated Dictionary; Facts, Figures and People Including the New Math. McGraw-Hill, 1965. \$4.33.
- 510.3 James, Glenn, ed. James & James Mathematics Dictionary. . . ed ed. Van Nostrand, 1968. \$13.50
- 523 Zim, Herbert Spencer and Baker, Robert H. Stars: A Guide to the Constellations, Sun, Moon, Planets, and Other Features of the Heavens. rev. ed. Golden Press, 1956. \$4.95. pa. \$1.50.
- 551 Beiser, Arthur. The Earth. Time-Life, 1963. \$6.08.
- 560 Fenton, Carroll Lane. Fossil Book. Doubleday, 1958. \$12.03.
- 560 Petersen, Kai. Prehistoric Life on Earth. Dutton, 1961. \$4.95.
- 570 The Illustrated Encyclopedia of the Animal Kingdom. 20 v. Danbury Press, 1972. \$99.50.
- 574 Comstock, Anna B. Handbook of Nature Study. Comstock, div. of Cornell Univ. Press, 1939. \$11.25.
- 574 Fisher, James, ed. Nature: Earth, Plants, Animals. Doubleday.
- 574 Parker, Bertha M. The New Golden Treasury of Natural History. Golden Press, 1968. \$7.95.
- 582 Symonds, George Wellington Dillingham. Tree Identification Book. . . Barrows, 1958. \$15.00.
- 582 Zim, Herbert Spencer and Martin, Alexander C. Flowers; a Guide to Familiar American Wildflowers. Golden Press, 1950. \$4.95. pa. \$1.50
- 582 Zim, Herbert Spencer and Martin, Alexander C. Trees; a Guide to Familiar American Trees. rev. ed. Golden Press, 1956. \$4.95. pa. \$1.50

- 582.13 Hylander, Clarence J. The Macmillan Wildflower Book. Macmillan, 1960. \$3.96.
- 590 Hegner, Robert W. Parade of the Animal Kingdom. Macmillan, 1935. \$8.95.
- 590.74 Gersh, Harry. Animals Next Door; a Guide to Zoos and Aquariums of the Americas. Fleet Academic Editions. 1971. \$6.60.
- 595.7 Zim, Herbert Spencer and Cottam, Clarence. Insects; a Guide to Familiar American Insects. Golden Press, 1961. \$4.95.
pa. \$1.50.
- 597 Zim, Herbert Spencer and Shoemaker, Hurst H. Fishes; a Guide to Fresh and Salt-Water Species. Golden Press, 1957. \$4.95.
pa. \$1.50.
- 598 Audubon, John J. Birds of America. Macmillan, 1953. \$8.38.
- 598 Zim, Herbert Spencer and Gabrielson, Ira N. Birds: a Guide to the Most Familiar American Birds. rev. ed. Golden Press, 1956. \$4.95.
- 598.1 Ditmars, Raymond Lee. Reptiles of the World; the Crocodilians, Lizards, Snakes, Turtles and Tortoises of the Eastern and Western Hemispheres. new rev. ed. Macmillan, 1933. \$5.70.
- 599 Jordan, E. L. Animal Atlas of the World. Hammond, 1969. \$13.56.

APPLIED SCIENCE

- 611 Ravielli, Anthony. Wonders of the Human Body. Viking, 1954. \$3.95.
- 614.8 Red Cross. United States. American National Red Cross. Basic First Aid. 4 v. Doubleday. pa. \$2.95.
- 629.209 Janeway, Elizabeth. The Early Days of Automobiles. Random, 1956. \$2.95
- 629.45 U.S. N.A.S.A. Scientific and Technical Information Division. Earth Photography from Gemini VI Through XII. U.S. Government Printing Office. 1968. \$8.00
- 641.3 U.S. Department of Agriculture. Food for Us All, the Yearbook of Agriculture, 1969. U.S. Government Printing Office. \$3.50.

THE ARTS

- 703 Munro, Eleanor C. The Encyclopedia of Art. Golden Press. \$10.02.
- 709 Craven, Thomas. Rainbow Book of Art. World, 1972. \$3.95.
- 709 Ruskin, Arianne. The Pantheon Story of Art. Pantheon Books. \$11.06.

- 737.4 Andrews, Charles J. Fell's United States Coin Book. Fell. \$2.95.
(periodically revised)
- 737.4 Reinfeld, Fred. Coin Collectors' Handbook. Doubleday. \$4.95.
- 780.3 Davis, Marilyn K. Music Dictionary. Doubleday, 1956. \$4.04
- 780.3 Watson, Jack M. A Concise Dictionary of Music; an Introductory Reference Book. Dodd, 1965, \$6.95.
- 782.1 Bulla, Clyde Robert. More Stories of Favorite Operas. Crowell, T.Y., 1965, \$4.50.
- 782.1 Bulla, Clyde Robert. Stories of Favorite Operas. Crowell, T.Y., 1959. \$4.95.
- 784.4 American Heritage. American Heritage Songbook. American Heritage, 1969. \$5.33.
- 785.06 Commins, Dorothy Berliner. All About the Symphony Orchestra and What It Plays. Random, 1961. \$3.87.
790. Hindman, Darwin A. Complete Book of Games and Stunts. Prentice-Hall. 2 v. in 1. \$5.33
- 796.03 Menke, Frank G. The Encyclopedia of Sports. Barnes. \$13.40.
(periodically revised)

LITERATURE

- 803 Brewer's Dictionary of Phrase & Fable. rev. ed. Harper, 1963. \$7.50.
- 803 The Reader's Encyclopedia. 2d ed. Crowell, 1965. \$6.70.
- 808.8 Johnson Edna, ed. Anthology of Children's Literature. 4th rev. ed. Houghton, 1970. \$19.95.
- 808.81 Brewton, John E. Index to Children's Poetry. Wilson, 1942. \$16.00.
- 808.81 Brewton, John E. Index to Children's Poetry; First Supplement. Wilson, 1954. \$12.00.
- 808.81 Brewton, John E. Index to Children's Poetry; Second Supplement. Wilson, 1965. \$12.00.
- 808.81 Granger's Index to Poetry. 5th ed. Columbia, 1962. \$65.00.
- 808.81 Granger's Index to Poetry; Supplement to the Fifth Edition. . . Columbia, 1967. \$35.00.
- 808.81 Ross, David, ed. Illustrated Treasure of Poetry for Children. Grosset & Dunlap, 1970. \$5.99.
- 808.81 Subject Index to Poetry for Children and Young People. ALA, 1957. \$9.00.

- 808.82 Play Index, 1949-1952. Wilson, 1953. \$8.00
- 808.82 Play Index, 1953-1960. Wilson, 1963. \$11.00
- 808.82 Play Index, 1961-1967. Wilson, 1968. \$16.00.
- 808.83 American Library Association. Subject and Title Index to Short Stories for Children. ALA, 1955. \$6.50.
- 808.83 Short Story Index. Wilson, 1953. \$20.00
- 808.83 Short Story Index; Supplement 1950-1954. Wilson, 1956. \$10.00.
- 808.83 Short Story Index; Supplement 1955-1958. Wilson, 1960. \$10.00.
- 808.83 Short Story Index; Supplement 1959-1963. Wilson, 1965. \$13.00.
- 808.83 Short Story Index; Supplement 1964-1968. Wilson, 1969. \$16.00.
- 808.88 Bartlett, John. Familiar Quotations. 14th ed. Little, 1968. \$15.00.
- 808.88 Cohen, J.M., comp. The Golden Book of Quotations. Golden Press, 1964. \$4.95.
- 808.88 Mersand, Joseph. A Guide to the Use of Bartlett's Familiar Quotations. 2d ed. Little, Brown, 1964. \$1.25.
- 808.88 Stevenson, Burton, ed. The Home Book of Quotations; Classical and Modern. Dodd. \$35.00. (periodically revised)
- 821.08 Stevenson, Burton Egbert. The Home Book of Verse for Young Folks. Holt, 1957. \$4.02.
- 821.08 Stevenson, Burton Egbert. The Home Book of Modern Verse. Holt, 1953. \$7.34.

GEOGRAPHY

- 910 Lands and People; the World in Color. 7 v. Grolier. \$79.50.
(rev annually)
- 910.3 Asimov, Isaac. Words on the Map. Houghton, 1962. \$5.25.
- 910.3 Webster's Geographical Dictionary. Merriam. \$13.46. (perriodically rev.)
- 910.3 Worldmark Encyclopedia of the Nations. Worldmark Press, 1971.
\$40.17.
- 912 Goode, John Paul. Goode's World Atlas. Rand McNally. \$7.34.
(periodically revised)
- 912 Hammond, Inc. Hammond's Ambassador World Atlas. Hammond, 1971.
\$14.50.

- 912 Hammond, Inc. Hammond's Illustrated Atlas for Young America.
Hammond. \$3.50. (periodically revised)
- 912 National Geographic Society. National Geographic Atlas of the
World. The Society. \$18.75. (periodically revised)
- 912 Rand McNally and Company. Rand McNally New Cosmopolitan World Atlas.
The Company. \$16.95. (frequently revised)
- 912 World Book Atlas. Field Enterprises. \$31.20. (frequently revised)
- 917.3 National Geographic Society. America's Wonderlands. new & enl.
edition. The Society. \$7.50.
- 917.3 Schwartz, Alvin. America's Exciting Cities. Crowell, 1966. \$3.32.
- 917.3 Tunis, Edwin. Colonial Living. World, 1957. \$7.71.
- 917.3 Tunis, Edwin. Frontier Living. World, 1961. \$7.71.
- 917.3 Tunis, Edwin. Young United States, 1783 to 1830. World, 1969. \$7.71
- 917.8 Grant, Bruce. The Cowboy Encyclopedia. Rand McNally, 1951. \$2.65.

COLLECTIVE BIOGRAPHY

- 920 Nichol森, Margaret E. People in Books. Wilson, 1969. \$12.00.
- 920.03 Current Biography Yearbook. Wilson. 1946-1973. \$10.00/yr.
- 920.03 De Montreville, Doris. Third Book of Junior Authors. Wilson, 1972.
\$10.50.
- 920.03 Fuller, Muriel, ed. More Junior Authors. Wilson, 1963. \$8.00.
- 920.03 Kane, Joseph N. Facts About the Presidents. new ed. 1974.
Wilson, 1968 \$12.00.
- 920.03 Kunitz, Stanley J. American Authors, 1600-1900. Wilson, 1938.
\$12.00.
- 920.03 Kunitz, Stanley J. Junior Book of Authors. 2d ed rev. Wilson, 1951.
- 920 Something About the Author: Facts and Pictures About Contemporary
Authors and Illustrators of Books for Young People. 5 v. Gale,
1971. \$15.00 ea.
- 920 Stanius, Ellen J. Index to Short Biographies: for Elementary and Junior
High Grades. Scarecrow, 1971. \$7.50.
- 920.03 Ward, Martha E. Authors of Books for Young People. Scarecrow,
2d ed, 1971. \$15.00.

- 920.03 Webster's Biographical Dictionary. Merriam, 1972. \$11.66.
(frequently rev)
- 929 Krythe, Maymie. What So Proudly We Hail. Harper, 1968. \$3.99.
- 929.8 Earle, Olive Lydia. State Birds and Flowers. Morrow, 1951. \$3.78.
- 929.8 Earle, Olive Lydia. State Trees. Morrow, 1960. \$3.78.
- 929.9 Elting, Mary. Flags of All Nations and the People Who Live Under Them. Grosset, 1969. \$5.99.
- 929.9 Smith, Whitney. Flag Book of the United States. Morrow, 1970. \$8.69.
- 929.9 Quaife, Milo M. History of the United States Flag. Harper, 1961. \$6.95.

HISTORY

- 940.1 Uden, Grant. A Dictionary of Chivalry. Crowell, T.Y., 1969. \$6.70.
- 970.1 Grant, Bruce. American Indians. Rev ed. Dutton, 1960. \$3.99.
- 973 American Heritage. American Heritage Pictorial Atlas of United States History. 1966. \$11.06.
- 973 Hartman, Gertrude. These United States and How They Came to Be. Macmillan, 1932. \$6.96.
- 973 Lawson, Robert. Watchwords of Liberty; a Pageant of American Quotations. New ed. Little, 1951. \$3.32.
- 973 Miers, Earl Schenck. Golden Book History of the United States. Golden Press, 1970. \$6.21.
- 973 Miers, Earl Schenck. Our Fifty States. Grosset, 1961. \$5.95.
- 973.03 Cavanah, Frances. Freedom Encyclopedia; American Liberties in the Making. Rand McNally, 1968. \$4.95.
- 973.7 Flato, Charles. The Golden Book of the Civil War. Golden Press, 1961. \$7.50.
- 973.7 Pratt, Fletcher. The Civil War. Doubleday. \$3.95.
- 976.6 Oklahoma. For materials on Oklahoma see State Department of Education Library Resources Division publication #16 Oklahoma History: A Selected List, January 1972

Oklahoma State Department of Education
Library and Learning Resources

SUGGESTED BIBLIOGRAPHY OF BASIC REFERENCE BOOKS FOR
SECONDARY SCHOOL LIBRARY MEDIA CENTER

SETS

1. Britannica Junior Encyclopaedia. 15 v. Encyclopedia Britannica.
\$139.50.
Collier's Encyclopedia. 24 v. Macmillan. \$329.50.
Compton's Encyclopedia and Fact Index. 26 v. Encyclopedia Britannica.
\$235.00.
Encyclopedia Americana. 30 v. Grolier. \$262.50.
Encyclopedia International. 20 v. Grolier. \$275.00.
The New Book of Knowledge: The Children's Encyclopedia. 20 v.
Grolier. \$149.62.
World Book Encyclopedia. 22 v. Field Enterprises. \$224.00.

SINGLE OR SMALL SETS

- The Lincoln Library of Essential Information. Columbus, Ohio: Frontier
Press. 2 v. \$68.95.
- The Columbia Encyclopedia. New York: Columbia University Press, 1963.
\$49.50.
2. Kane, Joseph Nathan. Famous First Facts: A Record of First Happenings,
Discoveries, and Inventions in the U.S. 3d ed. New York: Wilson,
1964. \$25.00.
 3. The Statesman's Year Book. New York: St. Martin's Press. Annual.
\$15.95.
 4. Douglas, George. The American Book of Days. rev. New York: Wilson,
1948. \$10.00.
 5. Everyman's Dictionary of Dates. 6th ed. rev. New York: Dutton, 1971.
\$6.50.
 6. Guinness Book of World Records. New York: Sterling, 1972. \$7.89.
 7. Information Please Almanac. 1976 rev. ed. New York: Simon & Schuster,
1975. \$2.95 pap.
 8. The World Almanac and Book of Facts. New York: Doubleday. Annual.
\$3.25 pap.

9. Free and Inexpensive Learning Material. 14th ed. George Peabody College for Teachers. \$2.00.
10. Facts on File: A Weekly Digest of World Events with Cumulative Index. New York: Facts on File, 1940 to date. Weekly. Looseleaf with annual bound volume. Apply for price.
11. Hazeltine, Mary E. Anniversaries and Holidays: A Calendar of Days and How to Observe Them. Chicago: American Library Association, 1944. \$7.00.
12. Reader's Guide to Periodical Literature. New York: Wilson. Quarterly. \$35.00 yr.
13. The McGraw-Hill Encyclopedia of World Biography. New York: McGraw-Hill, 1973. 12 v. \$300.00.
14. Langer, Richard W. Grow It! Beginner's Complete In-Harmony-With Nature Small Farm Guide From Vegetable Growing to Livestock Care. Dutton, 1972. \$8.95.
15. Wyman, Donald. Wyman's Gardening Encyclopedia. New York: Macmillan, 1971. \$17.50.
16. Driver, Harold E. Indians of North America. 2d rev. ed. Chicago: University of Chicago Press, 1969. \$7.95 pap.
17. Charles-Picard, Gilbert. Larousse Encyclopedia of Archaeology. New York: G. P. Putnam, 1972. \$25.00.
18. The New Space Encyclopaedia: A Guide to Astronomy and Space Exploration. rev. 3rd ed. New York: Dutton, 1974. \$15.95.
19. Bernhard, H. New Handbook of the Heavens. 2d ed. McGraw-Hill, 1963. \$3.95 pap.
20. Neely, Henry M. A Primer for Star-Gazers. New York: Harper & Row, 1970. \$9.27.
21. Compton's Dictionary of the Natural Sciences. Chicago: F. E. Compton, 1966. 2 v. \$24.95.
22. Novak, F. A. The Pictorial Encyclopedia of Plants and Flowers. New York: Crown, 1966. \$10.00.
23. Grimm, William Carey. Home Guide to Trees. Shrubs and Wild Flowers. Harrisburg, PA: Stackpole, 1970. \$9.95.
24. Peterson, Roger Troy. A Field Guide to Wildflowers. Boston: Houghton Mifflin, 1968. \$5.95.
25. Brockman, C. Frank. Trees of North America. New York: Golden Press, 1968. \$2.95 pap.

26. Consumer Reports Buying Guide. Mt. Vernon, N.Y.: Consumers Union.
Annual. \$3.00 pap.
27. Smith, Carlton & eds. of Time-Life. The Time-Life Book of Family Finance. New York: Time-Life, 1969. \$7.97.
28. Doris, Lillian and Bessie May Miller. The Complete Secretary's Handbook. 3d ed. Englewood Cliffs, N.J.: Prentice-Hall, 1970. \$10.95.
29. Gallant, Roy A. The ABC's of Chemistry. Garden City, N.Y.: Doubleday, 1963. \$4.50.
30. Pluckrose, Henry. The Book of Crafts. New York: Regnery, 1971. \$7.95.
31. Lehr, Paul E. Weather. New York: Golden Press, 1957. \$4.95.
32. Pough, Frederick H. A Field Guide to Rocks and Minerals. 3d ed. Boston: Houghton Mifflin, 1960. \$5.95 pap.
33. Zim, Herbert S. and Paul R. Shaffer. Rocks and Minerals. New York: Golden Press, 1975. \$4.95.
34. Taber, Robert W. and Harold W. Duback. 1001 Questions Answered About the Oceans and Oceanography. New York: Dodd Mead, 1972. \$7.95.
35. Debo, Angie. A History of the Indians of the U.S. Norman: University of Oklahoma Press, 1971. \$8.95.
36. Haupt, Enid A. The New Seventeen Book of Etiquette and Young Living. New York: McKay, 1970. \$7.95.
37. Evans, Mary. Costume Throughout the Ages. rev. ed. Philadelphia: Lippincott, 1950. \$4.00.
38. Janson, H. W. History of Art for Young People. New York: Abrams, 1971. \$15.00.
39. Larousse Encyclopedia of Ancient and Medieval History. New York: Harper and Row, 1963. \$25.00. \$6.95 pap.
40. Larousse Encyclopedia of Modern History: From 1500 to the Present Day. New York: Harper and Row, 1964. \$25.00. \$13.95 pap.
41. Langdon, William C. Everyday Things in American Life. New York: Scribner's, 1965. \$15.00 ea. 4 in series.
42. Carruth, Gorton. The Encyclopedia of American Facts and Dates. 6th ed. New York: T. Y. Crowell, 1972. \$9.95.
43. Bassett, Margaret. Profiles and Portraits of American Presidents. New York: Grosset and Dunlap, 1969. \$12.50.

44. Good Housekeeping's Guide for Young Homemakers: An up-to-the Minute Handbook of Successful Home Management. New York: Harper and Row, 1966. \$9.95.
45. Rombauer, Irma S. and Marion Rombauer Becker. The Joy of Cooking. Indianapolis: Bobbs-Merrill, 1967. \$10.95 \$4.95 pap.
46. Laird, Helene and Charlton Laird. The Tree of Language. New York:
47. The Macmillan Book of Proverbs, Maxims, and Famous Phrases. New York: Macmillan, 1965. \$25.00.
48. Garrison, Webb. What's In A Word? Nashville, Tenn.: Abingdon, 1965. \$3.75.
49. Johnson, Burges. New Rhyming Dictionary and Poets' Handbook. rev. ed. New York: Harper and Row, 1957. \$10.95.
50. Davlin, Joseph. A Dictionary of Synonyms and Antonyms with 5000 Words Most Often Mispronounced. New York: Popular Library, 1970. \$1.50 pap.
51. The New Rogets' Thesaurus of the English Language in Dictionary Form. New York: G. P. Putnam, 1965. \$4.95.
52. Brewer, Ebenezer C. Brewer's Dictionary of Phrase and Fable. New York: Harper and Row, 1970. \$15.00.
53. The Concise Encyclopedia of Modern World Literature. 2d ed. New York: Hawthorn, 1970. \$12.95.
54. Freeman, William. Dictionary of Fictional Characters. Boston: The Writer, 1963. \$10.00.
55. The Reader's Encyclopedia. 2d ed. New York: T. Y. Crowell, 1965. 2 v. \$15.00.
56. Magill, Frank N. Masterpieces of World Literature in Digest Form. New York: Harper and Row. 4 v. \$20.00 ea.
57. Bohle, Bruce. The Home Book of American Quotations. New York: Dodd Mead, 1967. \$3.95.
58. Kunitz, Stanley J. and Howard Haycroft. Twentieth Century Authors: A Biographical Dictionary of Modern Literature. New York: Wilson, 1942. \$22.00 Supplement, 1955.
59. Moulton, Charles Wells. Library of Literary Criticism of English and American Authors through the Beginning of the 20th Century. Peter Smith. 8 v. \$100.00 set. \$12.50 ea.
60. Hogben, Lacelot. The Wonderful World of Mathematics. rev. ed. Garden City, N.Y.: Doubleday, 1968. \$3.95.

61. Smith, Lendon H. The Encyclopedia of Baby and Child Care. Englewood Cliffs, New Jersey: Prentice-Hall, 1972. \$10.00.
62. Ewen, David. The World of Twentieth-Century Music. Englewood Cliffs, New Jersey: Prentice-Hall, 1969. \$14.95.
63. Lloyd, Norman. The Golden Encyclopedia of Music. New York: Golden Press, 1970. \$17.95.
64. Helfman, Elizabeth. Signs and Symbols Around the World. New York: Lothrop, Lee and Shepard, 1967. \$6.43.
65. Ewen, David. The World of Great Composers. Englewood Cliffs, New Jersey: Prentice-Hall, 1962. \$17.50.
66. Cross, Milton. The New Milton Cross' More Stories of Great Operas. rev. and enl. ed. Garden City, New York: Doubleday, 1971. \$9.95.
67. Haywood, Charles. Folk Songs of the World. New York: John day, 1966. \$10.95.
68. Botkin, Benjamin. A Treasury of American Folklore. New York: Crown, 1944. \$8.95.
69. Bulfinch's Mythology: The Age of Fable; The Age of Chivalry; Legends of Charlemagne. New York: T. Y. Crowell, 1970. \$7.95.
70. Guthrie, Esther. Home Book of Animal Care. New York: Harper & Row, 1966. \$10.95.
71. Edwards, Paul. The Encyclopedia of Philosophy. New York: Macmillan Free Press, 1973. 4 v. \$99.50 per set.
72. Robert, Henry M. Robert's Rules of Order Newly Revised. Glenview, Ill.: Scott, Foresman, 1970. \$9.70.
73. The Book of the States. Lexington, Ky.: Council of State Governments. 1935 -- Biennial. \$13.50. \$19.50 with supplements.
74. Dobler, Lavinia. Customs and Holidays Around the World. New York: Fleet Press, 1962. \$6.50.
75. The Book of Popular Science. New York: Grolier, 1977. 10 v. Write for price information. Approx. \$90.00.
76. The Harper Encyclopedia of Science. rev. ed. James R. Newman, ed. New York: Harper and Row, 1967. \$40.00.
77. A Treasury of Great American Speeches. new & rev. ed. by Andrew Bauer, New York: Hawthorn, 1970. \$10.00.
78. Durant, John and Otto Bettmann. Pictorial History of American Sports: From Colonial Times to the Present. rev. ed. New York: A. S. Barnes, 1965. \$10.00.

79. Burton, Bill. The Sportsman's Encyclopedia. New York: Grosset and Dunlap, 1971. \$9.95.
80. Menke, Frank G. The Encyclopedia of Sports. 6th rev. ed. New York: A. S. Barnes, 1969. \$30.00.
81. McWhirter, Norris and Ross McWhirter. Guinness Sports Record Book. New York: Sterling, 1977. \$4.99. \$1.50 pap.
82. Reinfeld, Fred. Stamp Collector's Handbook. Garden City, New York: Doubleday, 1976. \$5.95.
83. Hobson, Burton and Robert Obojski. Illustrated Encyclopedia of World Coins. Garden City, New York: Doubleday, 1970. \$12.95.
84. Salny, Roslyn, W. Hobby Collections, A-Z. New York: T. Y. Crowell, 1965. \$6.95.
85. The Way Things Work: An Illustrated Encyclopedia of Technology. New York: Simon and Schuster, 1967. \$12.95.
86. Chilton's Auto Repair Manual. Philadelphia: Chilton. Annual. \$13.95.
87. America's Handyman Book. By the staff of the Family Handyman. New York: Scribner's, 1970. \$12.50.
88. Lovell, John, Jr. Digests of Great American Plays: Complete Summaries of More Than 100 Plays from the Beginnings to the Present. New York: T. Y. Crowell, 1961. \$7.95.
89. Dictionary of Occupational Titles. 3d ed. U.S. Dept. of Labor, Bureau of Employment Security. Washington, D.C.: Government Printing Office, 1978. 2 v. \$12.00.
90. Occupational Outlook Handbook. Div. of Manpower and Occupational Outlook. Washington, D.C.: Government Printing Office. Biennial. \$6.25.
91. American Red Cross. Standard First Aid and Personal Safety. Garden City, New York: Doubleday, 1973. \$1.95 pap.

ATLASES

92. Goode's World Atlas. 13th ed. Chicago: Rand McNally, 1974. \$9.95.
- Hammond Ambassador World Atlas. Maplewood, N.J.: Hammond, 1974. \$16.95.
- Hammond Medallion World Atlas. Hallmark ed. Maplewood, N.J.: 1973. \$24.95.
- Rand McNally Cosmopolitan World Atlas. Chicago: Rand McNally, 1973. \$19.95.

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DICTIONARIES

93. The Random House Dictionary of the English Language. New York: Random House, 1966. \$30.00.

Webster's Third New International Dictionary of the English Language.
Unabridged. Springfield, Mass. Merriam, 1976. \$59.95.

FOREIGN LANGUAGE DICTIONARIES

94. Casell's New Spanish Dictionary. New York: Funk & Wagnells, 1960. \$8.95 ea.
French
Latin
German

REFERENCE COLLECTION

First Purchases: Instead of general encyclopedia set, could purchase: #13, #56, #58, #71, #75.

I.		7	II.		2	III.		6	IV.		3	V.		5
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									\$229.19		82			
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											\$370.85			

SOURCE DIRECTORY

- American Bible Society, 1865 Broadway, New York, N.Y. 10022
American Book Company, 450 W. 33rd St., New York, N.Y. 10001
American Heritage Publishing Co., Inc., 551 Fifth Avenue, New York, N.Y. 10017
American Library Association, Publishing Department, 50 East Huron, Chicago, Illinois 60611
Barnes, A.S., & Company, Box 421, Cranbury, New Jersey 08512
Barrows, M. & Co., Inc., SEE Dutton
Bellwether Publishing Co., 165 East 67th Street, New York, N.Y. 10021
Boy Scouts of America, Supply Division, New Brunswick, N.Y. 08906
Camp Fire Girls, Inc., Division of Program Services, 65 Worth Street, N.Y. 10013
Gladys Cavanagh, 2223 Chamberlain Ave., Madison Wisconsin
Children's Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607
Columbia University Press, 562 West 113 st. New York, N.Y. 10025
Compton, F. E. & Co. SEE Encyclopaedia Britannica
Comstock Publishing Association SEE Cornell University Press
Cornell University Press, 124 Roberts Place, Ithaca, N.Y. 14850
Crowell, Collier & Macmillan, 866 Third Avenue, New York, N.Y. 10022
Crowell, Thomas Y. 666 Fifth Avenue, New York, N.Y. 10019
Crown Publishers, Inc., 419 Park Avenue, South, New York, N.Y. 10016
Dodd, Mead & Company, Inc., 79 Madison Avenue, New York, N.Y. 10016
Doubleday and Company, Inc., 501 Franklin Avenue, Garden City, N.Y. 11531
Dutton, E.P., & Company, 201 Park Avenue, South, New York, N.Y. 10003
Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611
Faxon, F.W., 15 Southwest Park, Westwood, Maryland 02090
Fell, Frederick, Inc., 386 Park Avenue South, New York, N.Y. 10016
Field Enterprise Educational Corp., 510 Merchandise Mart Plaza, Chicago, Illinois 60654
Fleet Press Corporation, 156 Fifth Avenue, New York, N.Y. 10010
Frontier Press, Box 448 West Newbury, Maryland 01985
Funk & Wagnalls Co., 53 East 77th St., New York, N.Y. 10021
Gale Research Company, 1400 Book Tower, Detroit, Michigan 48226
Golden Press, SEE Western Publishing
Grosset & Dunlap, Inc., 227 E. Center St., Kingsport, Tennessee 37660

Hammond, Inc., 515 Valley Street, Maplewood, New Jersey 07040
 Harper & Row Publishers, 10 East 53rd., New York N.Y. 10022
 Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017
 Houghton Mifflin Co., 2 Part Street, Boston, Massachusetts 02107
 Little, Brown & Company, 34 Beacon Street, Boston, Massachusetts 02106
 Lothrop, Lee & Shephard Co., 105 Madison Avenue, New York, N.Y. 10016
 McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020
 Macmillan Company, 866 Third Avenue, New York, N.Y. 10022
 Merriam, G. & C. Company, 47 Federal Street, Springfield, Massachusetts 01101
 Morrow, William & Co., Inc., 105 Madison Avenue, New York N.Y. 10016
 National Geographic Society, 17 & "M" Streets, N.W., Washington, D. C. 20036
 Nelson, Thomas & Sons, 405 Seventh Ave. South, Nashville, Tennessee 37202
 Oxford University Press, Inc., 200 Madison Avenue, New York, N.Y. 10016
 Pantheon Books, Inc., 201 East 50th St., New York, N.Y. 10022
 Prentice-Hall, Inc., Route 9W, Englewood Cliffs, New Jersey 07632
 Rand McNally & Co., P.O. Box 7600, Chicago, Illinois 60680
 Random House, 201 East 50th St., New York, N.Y. 10022
 Scarecrow Press, Inc., 52 Liberty St., P.O. Box 656, Metuchen, New Jersey 08840
 Scott, Foresman & Co., 1900 East Lake Avenue, Glenview, Illinois 60025
 Scott Publications, Inc., 1133 Broadway, New York, N.Y. 10010
 Simon & Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020
 Time-Life Books, Div. of Time, Inc., Time & Life Bldg, Rockefeller Center, N.Y. 10020
 U. S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402
 Van Nostrand Reinhold Co., 450 West 33rd St., New York, N.Y. 10001
 Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022
 Western Publishing Co., Inc. 1220 Mound Avenue, Racine, Wisconsin 53404
 World Publishing Company, 110 East 59th St., New York, N.Y. 10022
 Wilson, H.W., Company, 950 University Avenue, Bronx, New York 10452

The Professional Library

The school library media center should provide a special collection geared to enhance the professional growth of the teaching staff. It should include materials that encourage the teachers to keep abreast of current trends and innovative practices in their field and in education in general. It should also provide materials that present new teaching techniques or different methods of using instructional materials. Periodicals dealing with the various curriculum areas should be included to give the users up-to-date information. The size and content of the Professional Collection will depend on the size of the school and their budget allowance. The Professional Collection should be located in an area that will provide for ease of use and supervision of materials.

The Professional Collection should include:

1. Books, audiovisual materials and periodicals on
 - a. Various curriculum areas
 - b. General education
 - c. Educational administration
 - d. Child and adolescent psychology
 - e. Teaching methods
2. Educational guides
 - a. Policy handbooks
 - b. Personnel handbooks
 - c. Manuals, special reports, etc.
 - d. Curriculum guides, syllabus, etc.
3. Other materials
 - a. Indexes, i.e. Education Index
 - b. Newspapers
 - c. College and university schedules
 - d. Professional organization materials

Other services can be added to the Professional Collection such as inter-library loan requests or searches through available information dissemination systems such as ERIC. This would depend on the size of the library media center staff and the availability of these services in the area.

The Use of Paperbacks in School Library Media Centers

Paperbacks have become a standard addition to library media center collections. Reasons given for turning to paperbacks include:

1. Less expensive than hardback books therefore getting more titles for the money.
2. Practical, easy to handle.
3. Students like paperbacks.
4. Some paperbacks are not readily available in hardback copies.
5. Use less shelving space.
6. Attractive and bright.
7. Provides the ability to purchase greater variety of materials at different reading levels.
9. Gives flexibility to the collection because of shorter life span.
10. Easier and less expensive to replace if lost.
11. If lost, the loss is not as great.
12. Less expensive to provide multiple copies of a title.

Paperbacks may be shelved on display racks for casual reading or may be intershelved with hardbacks. Students are very attracted to paperbacks and will select a paperback over a hardback if given the choice. This could be an advantage to intershelving paperbacks and hardbacks. They can be used to promote circulation of hardbacks. If they are to be

intershelved, it is probably wise to catalog and process the paperbacks in the same manner as the hardbacks. However, practice in many school library media centers is to use a simple processing method giving the paperbacks an accession number only, dispensing with the call number. Cataloging is then limited to a shelf-list card showing the accession number and a duplicate card in a separate card catalog drawer entitled Paperbacks in which the cards are alphabetized by titles. In this case, the paperbacks would have their own accession number series. If cataloged as hardbacks, it should be noted on the shelf-list card that the copy is a paperback. This can be done by adding ppbk by the copy number or the accession number.

The processing and shelving of paperbacks is a matter of preference. The practice used should be noted in the Procedural Manual for the Library Media Center.

SUGGESTED BASIC CAREER INFORMATION MATERIALS

BOOKS

Barron's Series (ie. Guide to the Two Year Colleges: Handbook of American College Financial Aid: How to Prepare for College Entrance Exams; etc.). paperback. \$6.00 - \$8.00 each.

Barron's Educational Services, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

Career School Directory (alphabetical list of careers and schools in the states which offer programs). \$12.95.

Ed Fac Publishing Company
5126 Galena Drive
Colorado Springs, Colorado 80907

College Admission Data (lists 1,025 U.S. schools who completed a mailed questionnaire). 2 vol. \$75.00

Education Research Corporation
85 Main Street
Watertown, Mass. 02172

College Blue Books (degree programs, statistics, and background information on colleges and universities in all states). \$89.95 (4 vol) or \$65.00 (3 vol)

CCM Information Corporation
866 Third Avenue
New York, New York 10022

Dictionary of Occupational Titles, 2 vol.

Trainee's Workbook (Training Manual for D.O.T.), 1965.
Supplement to the Dictionary of Occupational Titles, 1966.

U. S. Department of Labor
Regional Administration Office
1100 Commerce Street
Dallas, Texas 75202

Educator's Guide to Free Guidance Materials. revised annually. paperback. \$9.75.

Educator's Progress Service
A4A
Randolph, Wisconsin 53956

Occupational Literature: an annotated bibliography. ed by Gertrude Forrester. 1971. \$15.00.

H.W. Wilson Company
950 University Avenue
Bronx, New York 10452

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Occupational Outlook Handbook. biennial. \$6.85.

U. S. Department of Labor
Regional Administration Office
1100 Commerce Street
Dallas, Texas 75202

A "Starter" File of Free Occupational Literature. by Irving Eisen and
Leonard H. Goodman. 1975. \$2.15.

B'nai B'rith Career Counseling Services
1640 Island Avenue, N.W.
Washington, D. C. 20036

NON-PRINT MATERIALS

Oklahoma VIEW Program (microfiche) (State occupational information)

Research, Planning, and Evaluation
State Department of Vocational-Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

PERIODICALS

Career World. monthly. \$5.95/yr. (each issue places emphasis on a career
cluster or large career area).

Curriculum Innovations, Inc.
502 Lake Forest Avenue
Highwood, Illinois 60030

VERTICAL FILE-TYPE MATERIALS

Careers Subscription. (occupational materials, professional articles, educa-
tional information, posters, and lists of free/inexpensive materials).
10 issues. \$13.20/yr.

Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Guidance Service Subscription. ("3 in 1 service") Includes subject guides
to 2 and 4 year college majors, articles and newsletters for guidance
personnel and educational materials such as occupational briefs,
posters. 8 mailings. \$48.50/yr. (They also publish kits, view decks,
curriculum guides and filing materials.)

Chronicle Guidance Publications
Moravia, New York 13118

Guidance Service Subscription. (career articles and briefs, professional
newsletters, poster, educational information). 4 mailings. \$46.50/yr.

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Institute of Research Subscription. (booklet format; in-depth coverage of careers or career clusters). semi-annual. \$20.00/yr.

Institute for Research
601 South Federal Street
7th Floor
Chicago, Illinois 60605

SOURCES OF INFORMATION IN ADDITION TO THE \$500 BASIC LIST

INFORMATION CENTERS

State of Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
1035 Outer Park Drive
Springfield, Illinois 62706

New Jersey
N.J. Occupational Resource Center
Bldg. 871, R.M.C.
Plainfield Avenue
Edison, New Jersey 08817

PERIODICALS

Career Education Digest. \$7.50/yr.

Educational Properties Inc.
P.O. Box DX
Irvine, California 92664

Career World. \$5.95/yr.

Curriculum Innovations, Inc.
502 Lake Forest Avenue
Highwood, Illinois 60040

Manpower. \$15.30/yr.

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

Monthly Labor Review. \$1.50/yr.

555 Griffin Square Building
Dallas, Texas 75202

Occupational Outlook Quarterly. \$1.50/yr.

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

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Vocational Guidance Quarterly. \$10.00/yr.

American Personnel and Guidance Association
1607 N. Hampshire Avenue, N. W.
Washington, D. C. 20402

Workforce. \$7.00/yr.

Vocations for Social Change, Inc.
5951 Canning Street
Oakland, California 94609

BOOKS

Bread and Butterflies - a curriculum guide for teachers. The curriculum guide is to accompany the series of color television programs for 9 to 12 year olds.

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

Career Education - a counselor's guide. \$2.00 Four models for implementing career education are presented with the rationale behind the career education movement.

State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Career Education - a model for Oklahoma. \$1.75. How to implement a K-12 career education program as designed and field tested in Sand Springs Public Schools.

State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Career Exploration - a guide for teachers of a course in career exploration. Grades 8, 9, 10. \$1.75. Exploration is divided into 4 units, each having objectives, activities, evaluation procedures and resources.

State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

Career Exploration and Planning by Bruce E. Shertzer. An overall view of career development stages, this text includes self-awareness as well as job hunting tips.

Houghton Mifflin Company
2 park Street
Boston, Mass. 02107

Finding your First Job. \$1.95. (with leaders guide \$1.50). by Cart McDaniels. This workbook goes from exploring the world of work to getting along on the job and looking at the future. Instructional materials are suggested to support the chapters.

Houghton Mifflin Company
2 Park Street
Boston, Mass. 02107

A Guide for Developmental Vocational Guidance K-12. \$2.00 This gives goals, behavioral objectives, suggested activities and resources to support the activities.

State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Teaching for Career Development in the Elementary School. Walter Wernick. This is a guide for integrating career awareness and "life-centered education" into elementary classrooms. General ideas and specific activities are included which could be used beyond elementary.

Charles A. Jones Publishing
Village Green
Worthington, Ohio 43085

SOURCES OF PRINTED JOB INFORMATION

U.S. Government Agencies
State Government Agencies
Professional Organizations
Trade Organizations of Workers
Schools and Colleges
Associations of Employers
Individual Companies of Employers
Endowed and Non-profit Organizations
Publishers
Magazines offering reprints about Jobs.

SPECIALIZED PUBLISHERS

Butterick Publishing Company
P.O. Box 1945
Altoona, Pennsylvania 16603

Educational Research, Inc.
2916 Independence Avenue
Shreveport, Louisiana 71109

Career Associates
P. O. Box 3416
Newport Beach, California 92660

Guidance Associates
757 Third Avenue
New York, N.Y. 10017

Catalyst
6 East 82nd Street
New York N. Y. 10028

College Entrance Examination Board
888 Seventh Avenue
New York, N. Y. 10019

Counselor Films, Inc.
2100 Locust Street
Philadelphia, Pennsylvania 19103

Career Futures, Inc.
2100 Locust Street
Philadelphia, Pennsylvania 19103

Educational Properties, Inc.
P. O. Box DX
Irvine, California 92664

Houghton Mifflin
6626 Oakbrook Blvd.
Dallas, Texas 75235

Richard Rosen Press, Inc.
29 East 21st Street
New York, N. Y. 10010

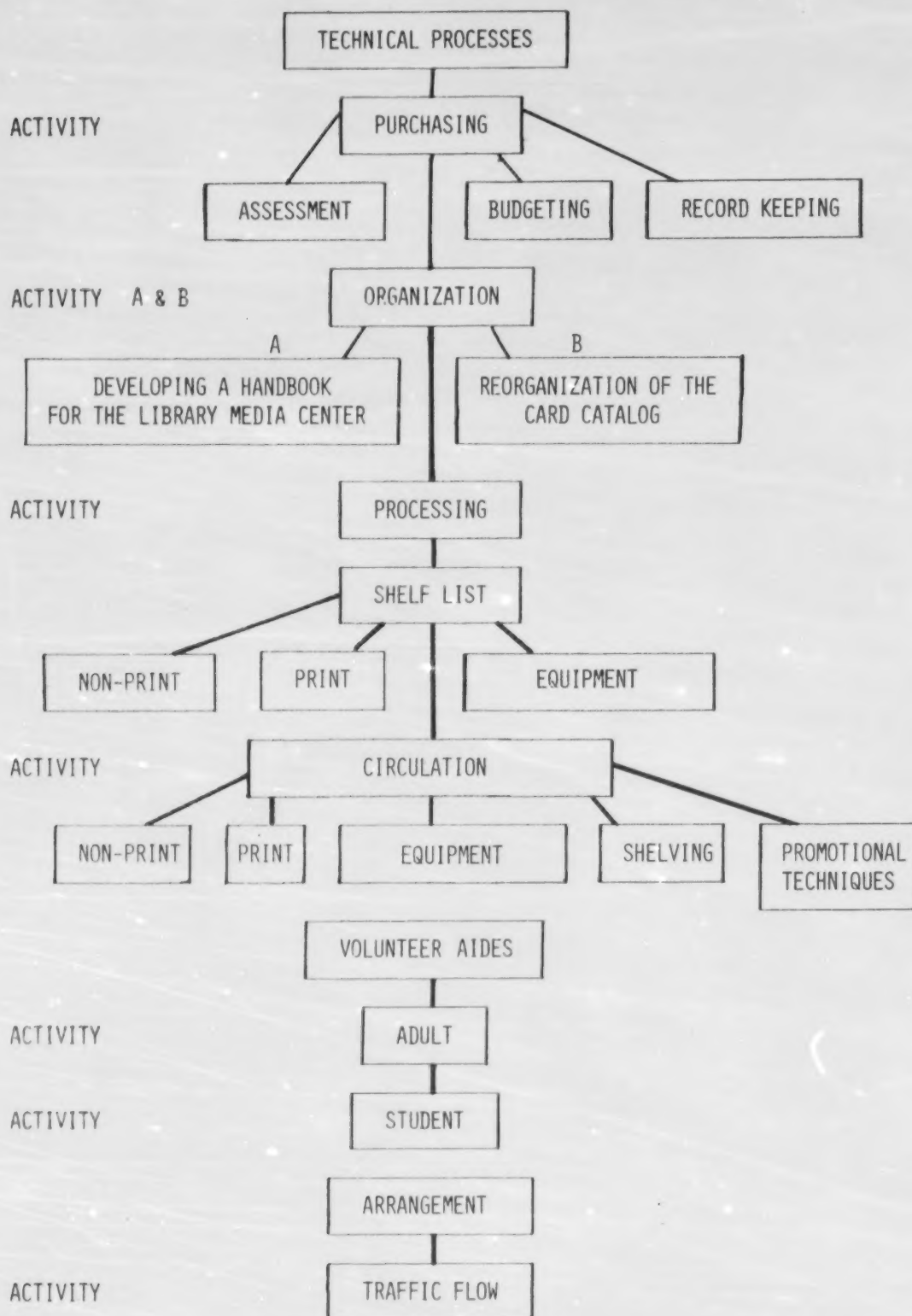
McKnight Publishing Company
Bloomington, Illinois 61701

U. S. Civil Service Commission
Job Information Center
210 N. W. 6th Street
Oklahoma City, Oklahoma 73102

Westinghouse Learning Press
100 Park Avenue
New York, N. Y. 10017

Oklahoma State Department of Education
Library and Learning Resources Section

ORGANIZATION AND ARRANGEMENT OF THE LIBRARY MEDIA CENTER - MODULE



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ORGANIZATION AND ARRANGEMENT

Organization and arrangement of materials is a fundamental library media function. Guidelines for processing, shelving and circulating materials and equipment are necessary to the effective operation of the library media center. Standard procedures and written policies aid in maintaining continuity of organization. These procedures may include:

Cataloging and Classification

Processing

Filing

Shelving and Circulation

Scheduling, Accessibility, Staffing

Organization of special materials follows similar procedures. In addition to print, audiovisuals and equipment to support the curriculum, the library media center may include professional materials, career and vocational materials, vertical file materials, maps, posters, graphs, and realia. Some of these materials may require special processing and circulating policies. The library media specialist should also be knowledgeable regarding educational resources and other materials available to users of the school library media center. Policies and schedules should allow maximum user accessibility.

Program to recruit and utilize volunteers to act as library media center aides may be accomplished with the help of the Parent Teacher Association. Volunteers' training and scheduling should be flexible and simple. Activities provided for volunteers should be systematically planned and supervised.

The evaluation of library holdings is structured around individual school programs and enrollments. Teacher contacts and committee membership aid in keeping the library media specialist informed regarding educational objectives, curriculum and methods. A knowledge of the most recent materials and their usefulness aids in evaluating the present collections' value. Students' interests, planned school projects and recent activities and events may all affect the evaluation of materials in the school's library media center.

School library media center holdings should be inventoried periodically. Records of materials located, materials missing, materials traced and replaced should be ongoing.

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ORGANIZATION AND ARRANGEMENT

TECHNICAL PROCESSES - PURCHASING

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

BUDGETING, PURCHASING AND RECORD KEEPING CAN BE THE KEY TO A HIGH QUALITY COLLECTION OF RESOURCES AND TO EFFICIENT ADMINISTRATION OF THE LIBRARY MEDIA CENTER.

WHY

THE JUSTIFICATION OF A BUDGET, THE BUDGETING OF ALLOTTED FUNDS, THE SELECTION AND PURCHASING OF RESOURCES AND THE EFFICIENT MAINTENANCE OF RECORDS ARE PROCESS SKILLS THAT EVERY LIBRARY MEDIA SPECIALIST MUST MASTER. THIS ACTIVITY EMPHASIZES A PLANNED PROGRAM - COST SYSTEM OF MANAGEMENT.

WHO

INDIVIDUAL OR GROUPS OF LIBRARY MEDIA SPECIALISTS MAY PARTICIPATE IN THIS ACTIVITY. PRINCIPALS SHOULD ALSO BE INVOLVED.

WHEN

THIS ACTIVITY MAY BE THE FOCUS OF A PROFESSIONAL DAY WORKSHOP, A RELEASED TIME ACTIVITY OR AN ON THE JOB LEARNING ACTIVITY. THE TIME NEEDED FOR THIS ACTIVITY IS THREE TO FIVE HOURS.

WHERE

ANY CONFERENCE ROOM WHICH CAN ACCOMMODATE THE GROUP WILL BE ADEQUATE. IF VISUALS ARE USED THE ROOM SHOULD BE ADEQUATE FOR VIEWING.

HOW

—————→
TURN THE PAGE

ACTIVITY

ORGANIZATION AND ARRANGEMENT TECHNICAL PROCESSES - PURCHASING

AIM

DEMONSTRATE THE SYSTEMS APPROACH TO BUDGET-
ING

DEMONSTRATE AN EFFICIENT METHOD OF RECORD
KEEPING

PROVIDE INFORMATION OR RATIONALE FOR USING
THE SYSTEMS APPROACH

PROVIDE FOR IDEA SHARING FOR IMPROVING
BUDGETING-PURCHASING-RECORD KEEPING METHODS

PURPOSE

INFORMATION

CLARIFICATION

IDEA SHARING

PROCESS SKILLS DEVELOPMENT

PROBLEM SOLVING

MATERIALS

HANDOUTS:

* BUDGET ACCOUNT RECORD

* SAMPLE BUDGET REQUEST

* BOOK INVENTORY

* PREPARING AN ORDER

COMPARISON OF NORTH CENTRAL ASSOCIATION
AND OKLAHOMA STATE REGULATIONS ON
LIBRARY MEDIA

BUDGET REQUEST FORM

** BOOK INVENTORY RECORDS BY CLASSIFICATION

** LIBRARY MEDIA CENTER INVENTORY RECORDS
AND BUDGET

** LIST OF COURSE OFFERINGS

* TRANSPARENCIES MAY BE USED DURING PRESENTATION

** TO BE PROVIDED BY PARTICIPANTS

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MATERIALS
CONTINUED

REFERENCE:

THE SCHOOL LIBRARY BUDGET. MARGARET M.
ROBINSON. (ANN ARBOR: EDWARDS BROTHERS,
INC.), 1968.

(ANY OTHER RELATED MATERIALS)

DIRECTIONS

—————→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

The activities Needs Assessment A and B from the Long Range Planning Module can be used in conjunction with this activity. The Evaluation of a Collection activity from the Library Media Collection Module can also be used. If these are used, they should be conducted at least a week prior to the following session.

Information should be relayed to the participants at least a week prior to the inservice session asking them to compile some data about their library media collection. A sample should be included. (See Sample Library Media Center Collection Holdings.) Ask the library media specialist to list their audiovisual materials and equipment holdings, the number of print volumes in their collection and the amount of their budget for the last two years plus their projected budget for the following year. This amount should be broken down into print materials expenditure, audiovisual materials expenditure, equipment expenditure, periodicals expenditure, rebinding and repairs, supplies, processing, furniture, memberships, conferences, film rentals, other. Explain that everyone may not have had expenditures in each area every year. List only those categories used by that school. They are to compile this information and bring to the session a list such as shown in the sample included. They should also bring a list of the courses offered in their school. Book inventory records by classification could also be requested if available.

Begin the session by presenting to the group an explanation of a planned program cost effectiveness system. This systematic way of budgeting, purchasing, recording, and evaluating is meant to insure the most and best for your money in order to provide an improved program. This method requires planning so that the purchases will lead to an improved library media program using the evaluation to check on the effectiveness of the cost of the purchases.

To use this system certain elements are required:

1. Evaluation of the existing collections to determine the additions needed which would improve the program in some way must be conducted.

2. The anticipated improvement must be identified and described in measurable terms. This will serve to justify your budget request.
3. Selections in the identified areas should be grouped by anticipated improvement groupings and cost assessed to each group of purchases.
4. These groups of purchases should be prioritized.

Pass out handouts: Preparing an Order and Sample Budget Request. Go over both handouts clarifying if necessary. (If transparencies are used, a screen and overhead projector must be secured and set up beforehand.) When this has been accomplished, the proposed budget must be presented to the superintendent or other authority in charge of budget allocation. As the budget is presented the groupings are given in priority order. Each group is presented in terms of what will be purchased, how much it will cost, and what it will add to the program. The budget can then be negotiated. State regulations concerning budget allocations can also be presented.

Example: Reference collection - 1 science encyclopedia, 2 general science volumes, 2 art volumes, and 1 set of biography volumes = Cost \$300. Justification - The inventory showed that general reference information in science was lacking. The science teachers indicated a lack of sources for science reference information. Five classes of sciences were assigned research papers. A humanities class is being added to the curriculum. The inventory showed no general references on the history of art. The English classes are assigned reports on famous authors each semester. The set of biography volumes in the reference collection is ten years old. Expectation - Twenty individuals will check out the science and art books. Three classes of students will be directed to use of the science encyclopedia for research. Five classes of English will be directed to use of the biography volumes. Teachers are to demonstrate the use of the new reference materials. The new reference materials will be included in the Use of Reference Materials unit taught to all classes writing a research paper.

Open the session for discussion. Ask for questions, clarifying if necessary. When the participants seem ready to end the discussion, call for a break. Before dismissing them, state that record keeping will be discussed after the break. (This first part should take an hour to an hour and fifteen minutes.)

Break 15 - 20 minutes

Distribute the handouts: Book Inventory and Budget Account Record. (Transparencies of these can be used as the presentation is made.)

Emphasize the importance of keeping accurate and adequate records. Explain Budget Account Record. A page in the ledger should be kept for different types of materials; i.e. books, audiovisual materials, equipment, periodicals, supplies, etc. Each column is filled in as the materials are ordered. A column can be added for Materials Received since most of the time all the materials ordered are not received. The column for Date Paid can indicate the date the invoice and signed requisition form was returned to the accounting office if this is the payment procedure used.

Materials holdings records should be kept from year to year, up dated at the time the annual inventory is conducted. The Book Inventory form should be explained indicating that a form for audiovisual materials, equipment and furniture should also be kept. The book inventory form will show how many volumes are on the shelves in each classification category. It will also give you a figure for uncataloged volumes, the number of volumes lost or discarded, and the number of periodicals on subscription. This is a visual quantitative analysis of the library media center's holdings and can be referred to when this type of information is needed. It can also show at a glance where materials have been added by comparing yearly columns. It will show the direction the collection has taken through the years.

Ask for questions, clarifications or discussion. Allow participants to share ideas on how their records are kept and what use is made of them. Emphasize that the time needed to keep records must be justified by the way the records are used. This part of the session should take 30 minutes unless the discussion becomes lengthy.

(If desired, another break can be taken here.)

NOW

Distribute the handout: Comparison of North Central Association and Oklahoma State Regulation on Library Media. (This is an example only: a comparison of regulations can be developed for any state and region.) Have the participants look at the list of holdings that they have brought with

them. Instruct them to compare their audiovisual materials holdings with their equipment list. How do they compare? Are they compatible? Look for types of materials for which there is no equipment to use it. Look for equipment with no materials to make use of it. Compare the number of pieces of equipment to the number of staff members and to number of students. Have the participants jot down notes of any discrepancies as they go along. Ask them to note on their paper which pieces of equipment are used the most. Are they used by many teachers or only one or two? Are there enough screens to handle all the pieces of visual equipment? Ask the participants to suggest other types of comparisons that can be made. When this vein of thought has been exhausted move on to the print holdings.

Have the participants compare the number of volumes in their collections to the number required according to their enrollment by their state and the regional association if this applies. Note on their paper the difference in figures whether over or under. Also compare their budget to the amount required by the state or region. Have them make note of this.

Now, if book inventory records by classification and lists of course offerings were brought, have them compare the number of volumes in each category to the types and numbers of courses offered in their school. For instance, compare the 700's to the number of art, music, sports, and industrial arts classes taught in their school. Caution them that this is a general quantitative comparison. When they return to their school, they should examine that classification section closely in comparing to courses of study. It should also be mentioned that it is assumed that the collection will also be examined for old, irrelevant, and out dated materials that should be discarded.

Have them note on their paper the areas in their collection which they feel need improvement. Now, have them get into groups of two's or three's. (If the group is 10 or less they might want to work alone.) From the notes they have made and the materials available to them at this session, ask the participants to do some program cost effectiveness planning. Ask them to select an area in which they feel purchases should be made for the improvement of their collection. They are to prepare a mock request for these purchases listing the area to be improved, what type of purchases will be made and why, how much will be spent and how the effectiveness will be

evaluated. (Refer to the previous example. It could even be repeated or placed on a transparency.) Explain that their requests could include both or either print or non-print and equipment or even furniture.

NOW

Distribute the Budget Request Forms, one per group or if working individually one per person. Allow 10 minutes for developing their request. If more time is necessary this could be extended. At the end of the allotted time, assemble the group and select from volunteers to present their request to the group. Instruct the group that they are to listen critically and that questions may be asked. Instruct the presentors, they are to pretend they are selling their cost effective request to their superior officer. After each presentation select one or two persons from the audience to comment on the presentation stating whether they would have approved the request and why or why not. Four presentations are generally enough. This portion of the session will take an hour to an hour and a half.

Debrief by asking the participants to express their opinions on using this type of budgeting or record keeping or ask questions. Beware of participant's tendency to present personal accounts of their situation. Avoid this by explaining that the remarks are to be limited to discussing this technique giving both strengths and weaknesses of the method. Allow 5-10 minutes for discussion before closing the session. The participants may keep all the materials.

COMPARISON OF NORTH CENTRAL ASSOCIATION AND OKLAHOMA STATE REGULATIONS ON LIBRARY MEDIA

The following comparison is taken from the 1976-77 North Central Policies and Standard Manual and the 1976 Annual Bulletin for Elementary and Secondary Schools. The State Department of Education recommendation for library media services are contained in the new Guidelines for Library Media Programs in Oklahoma.

E L E M E N T A R Y

PERSONNEL

Annual Bulletin for Elementary and Secondary Schools

Districts who have central libraries shall provide supervisor who is certified or who has 15 hours library science plus an elementary certificate.

North Central Policies and Standard Manual

Fewer than 400 children = one-half time professional

400 children or more = 1 full-time professional

COLLECTION

Elementary school library shall contain suitable reference books, sets of supplementary readers, functional readers and recreational reading interests.

2,000 volumes, exclusive of textbooks or 10 vol. per child. The program shall consist of a balanced collection of print materials, non-print materials and instructional/learning equipment and supplies adequate in quality and quantity.

EXPENDITURES

\$5.00 per pupil for first 200 pupils,
but not less than \$400

\$4.00 per pupil for the next 300

\$3.00 per pupil for each pupil above 500

Fewer than 400 children = \$6.00 per pupil

Over 400 children = \$2,400 for the first 400
pupils plus \$4.00 for each
additional pupil

JUNIOR HIGH

PERSONNEL

Annual Bulletin for Elementary and Secondary Schools

Less than 150 students, teacher-librarian
1 period a day with 3 hours cataloging
and/or classification

151 - 300 students, teacher-librarian
2 periods a day and 9 hours of library
science (3 of which shall be cataloging
and classification)

301 - 599 students, teacher-librarian
3 periods and 15 hours of library science

600 students, full-time and certified

North Central Policies and Standard Manual

Less than 400 pupils = one-half time
professional

400 or more pupils = full-time pro-
fessional

COLLECTION

Adequate selection of books and other
library materials shall be furnished

Adequate supply of books, software and
equipment. (interpretative Note) 1,200
books or 5 books per pupil plus 3 for
each pupil above 500

EXPENDITURES

\$5.00 per pupil for the first 200
students, but not less than \$400

\$4.00 per pupil for the next 300 students.

\$3.00 per pupil for each student above
500 students

Fewer than 500 = \$6.00 per student

500-999 = \$3,000 for first 500 students plus
\$4.00 per student above that

1,000 - 1,999 = \$5,000 for first 1,000 students
plus \$3.50 per student above that

Above 2,000 = \$8,500 for first 2,000 students
plus \$2.50 per student above that

H I G H S C H O O L

PERSONNEL

Annual Bulletin for Elementary and Secondary Schools

Less than 100 students, 1 period per day
excluding study hall, 6 hrs. library
science (3 of which is cataloging and
classification)

100 - 199 = 2 periods per day, 15 hours of
library science (3 of which shall be cata-
loging and classification)

200 - 499 = on-half day, 15 hours of
library science

500 - 1,499 = full-time certified

COLLECTION

Materials may include books and other
printed materials, films, filmstrips,
recordings, maps, charts and newer
media.

EXPENDITURES

\$5.00 per pupil first 200 pupils, but not
less than \$400

\$4.00 per pupil for next 300 pupils

\$3.00 per pupil above 500

North Central Policies and Standard Manual

Less than 300 = one-half time professional

300 - 1,499 = one full-time

Over 1,500, at least 2 full-time professionals

2,500 books exclusive of textbooks

Fewer than 200 = 2,500

200 - 499 = 2,500 plus 8 books per student over 200

500 - 999 = 4,900 plus 6 books per student over 500

1,000 - 1,999 = 7,900 plus 4 books per student
over 1,000

Over 2,000 = 11,900 plus 2 books per student
over 2,000

Fewer than 500 = \$6.00 per student

500 - 999 = \$3.00 for the first 500 plus \$4.00
per student above that

1,000 - 1,999 = \$5.00 for the first 1,000 students
plus \$3.50 per student above that

Above 2,000 = \$8.50 for the first 2,000 students
plus \$2.50 per student above that

BUDGET REQUEST FORM

AREA OF IMPROVEMENT:

MATERIALS TO BE PURCHASED:

COST:

JUSTIFICATION:

EFFECTIVENESS EVALUATION METHOD:

375

SAMPLE

LIBRARY MEDIA CENTER RESOURCES INVENTORY RECORDS AND BUDGET CENTRAL MIDDLE SCHOOL

EQUIPMENT

CASSETTE RECORDERS 6
ROVING ROSTRUM 1
CARD READER 1
CALCULATOR 1
CAROUSEL PROGRAMMER 1
COPY MACHINE 1
DUKANE 1
8MM FILMLOOP PROJECTOR 1
FILMSTRIP PROJECTORS 5
LISTENING STATIONS 4
PORTABLE MICROPHONES 3
OPAQUE PROJECTORS 2
OVERHEAD PROJECTORS 12
READ/VIEW PROJECTORS 2
RECORD PLAYERS 12
16MM PROJECTORS 7
SLIDE PROJECTOR 1
STUDY MATES 2
SPEAKERS 3
REEL-TO-REEL RECORDERS 6
SPOTLIGHTS 2
TYPEWRITERS 5
VIDEO CAMERA 1
VIDEO RECORDER/TV 1

SOFTWARE

RECORDS 124
FILMSTRIPS 532
REEL-TO-REEL TAPES (BLANK) 32
TRANSPARENCIES (SETS) 31
FILM LOOPS 15
VIDEO TAPES 18
CASSETTE TAPES (BLANK) 18
CASSETTES (PROGRAMMED) 58
16MM FILMS BORROWED FROM
CITY-COUNTY LIBRARY

BOOKS 6,336

BUDGET 1977-78 \$5800.00

BOOKS, MAGAZINES, CATALOGING \$5400.00

(MAGAZINES \$298.00; CATALOGING \$315.00)

SOFTWARE (FILMSTRIPS, KITS) \$400.00

LIBRARY FUND APPROXIMATELY \$500.00

USED TO BUY GENERAL SUPPLIES, BOOK COVERS, NEWSPAPERS,
ETC.

BUDGET 1978-79 \$5500.00

BOOKS \$4000.00

MAGAZINES 391.00

REFERENCE 75.00

CATALOGING 269.00

SOFTWARE 200.00

377

BOOK INVENTORY

	1976	1977	1978	1979
000				
100				
200				
300				
400				
500				
600				
700				
800				
900				
Biography				
Short Story				
Reference				
TOTAL				
+ Added				
- Lost				
- Discarded				
GRAND TOTAL				
Number of Periodicals				

SAMPLE BUDGET REQUEST

ITEM	LAST YEAR	THIS YEAR	NEXT YEAR	REASON
BOOKS	\$2,000	\$2,500	\$3,000	To keep the collection up to date and to enlarge it in the fields of drugs and ecology.
PERIODICALS, 400 NEWSPAPERS		450	500	Increased costs, and adding magazines for the new humanities course.
NONPRINT MATERIALS	2,400	2,950	3,500	To add cassettes and Super 8mm loops; to increase filmstrip collection in the field of science
BINDING	100	150	175	To keep the collection in good, attractive condition.
SUPPLIES	150	200	200	No increase anticipated.
FURNITURE	---	---	500	To add 5 study carrels for independent study.
EQUIPMENT	100	---	200	Cassette players and filmstrip viewers needed for use with study carrels.
PROCESSING	400	500	800	To cover the new cost of processing kits for non-print materials as well as books.
FILM RENTAL	300	350	350	No increase anticipated.
EQUIPMENT REPAIR	75	75	100	Increased labor costs.
MEMBERSHIPS	10	10	15	State dues have increased.
CONFERENCES	100	100	100	Board of Education policy.

Library: Glenpool High School

Year: 1977-78

[illegible]

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ORGANIZATION AND ARRANGEMENT

TECHNICAL PROCESSES - ORGANIZATION

DEVELOPING A HANDBOOK FOR THE LIBRARY MEDIA PROGRAM

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

A WRITTEN GUIDE OR HANDBOOK TO AID IN KEEPING THE LIBRARY MEDIA PROGRAM OPERATING EFFICIENTLY CAN BE DEVELOPED. THIS ACTIVITY WILL ASSIST IN CLARIFYING CONCEPTS TO INCLUDE IN SUCH A HANDBOOK. CONCEPTS IDENTIFIED THROUGH THIS ACTIVITY CAN BE INCORPORATED INTO A PROCEDURAL HANDBOOK BY EACH INDIVIDUAL SCHOOL WITHIN THE DISTRICT.

WHY

A WRITTEN GUIDE OR HANDBOOK IS A TOOL TO ENABLE THE STAFF OF THE LIBRARY MEDIA CENTER, PROFESSIONAL, PARAPROFESSIONAL, STUDENT AND VOLUNTEER, TO DEAL CONSISTENTLY WITH EVERYDAY ROUTINES AND PROBLEM SITUATIONS THAT ARISE.

WHO

THE PROFESSIONAL AND PARAPROFESSIONAL STAFF OF THE LIBRARY MEDIA CENTERS OF A SCHOOL DISTRICT CAN PARTICIPATE IN A WORKSHOP TO IMPROVE LIBRARY TECHNIQUES AND PROCEDURES.

WHEN

THIS WORKSHOP CAN BE CONDUCTED AT A TIME CONVENIENT TO ALL PARTICIPANTS. THE SUGGESTED TIME SPAN FOR THIS ACTIVITY IS ONE AND ONE HALF HOURS.

WHERE

THE LIBRARY MEDIA CENTER WOULD BE A GOOD SETTING FOR THIS ACTIVITY SINCE IT WILL GIVE THE PARTICIPANTS THE OPPORTUNITY TO REFER TO THE RESOURCES.

HOW

→
TURN THE PAGE

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ACTIVITY

ORGANIZATION AND ARRANGEMENT

DEVELOPING A HANDBOOK FOR THE LIBRARY MEDIA PROGRAM

AIM

PROCEDURES FOR COOPERATIVE DEVELOPMENT OF
A HANDBOOK FOR THE LIBRARY MEDIA PROGRAM
OF ONE SCHOOL DISTRICT CAN BE INITIATED
AT A GROUP WORKSHOP.

THE COMPLETED HANDBOOK SHOULD INFORM ALL
LEVELS OF THE SCHOOL DISTRICT OF THE
PRACTICES OF THE SCHOOL LIBRARY MEDIA
PROGRAM.

PURPOSE

INFORMATION
COOPERATION

MATERIALS

HANDOUTS:

CHECKLIST FOR ORGANIZATION AND ARRANGE-
MENT

SUGGESTED PROCEDURES FOR PROCESSING,
FILING, AND SHELVING

DIRECTIONS

TURN THE PAGE →

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

What can a school district do to see that library media staff and aides are competent in library media techniques? What can be done to see that students and teachers are familiar with the policies of the center? An Inservice Training Workshop can involve library media specialists, teacher-librarians, paraprofessionals, and administrators in developing a handbook that describes the procedures of the school district's library media centers. A workshop can also promote better understanding of these processes and provide a positive approach to the development of written guides and/or handbooks.

The workshop approach to the development of handbooks should involve library media personnel representing each building within a school district. Library media specialists and paraprofessionals in most school districts follow similar procedures in providing school library media center services. Group processes may be used to stimulate thinking about these similarities in the organization and operation of the center.

Some group members may be professional library media specialists with experience in many library and media areas. Others may have basic library skills but need training in more advanced library or media techniques. Some of the group may be managing well-established library media centers while others may be organizing a new center. This combination of different school situations, experience and educational background seems to aid in answering library media center questions and solving problems in a workshop situation.

The workshop requires some time initially to determine problem areas to be considered in the development of a handbook. Time is also needed to establish good communications and a relaxed atmosphere. When participation in the workshop exceeds fifteen, the Trainer may need some aid. A consultant expert in library media use and organization can lead some of the discussion and help with individual group questions and problems.

The ideal location for the workshop would be a school having a model school library media center. By holding the sessions on organization and use in an actual school library media center more practical experiences can

be provided. A classroom or conference room that can accommodate a large group and also permit small groupings can be used for some of the discussion activities and minicase studies.

A welcome and orientation can open the workshop. A brief discussion of organization and use can help to determine needs and set objectives for the workshop. It is important to get into the practical and small group problem solving phase of the workshop since excess discussion of organization may become confusing. The small groups may be informal problem solving groups or more formally planned case study activities.

Description of the School Library Media Center: Organization and Arrangement

Following the welcome and orientation, the Trainer may use the Checklist for Organization and Arrangement to review individual school library media center procedures. Guidelines for processing and circulating materials and equipment are necessary to the effective operation of the library media center. Written policies can aid in maintaining continuity of organizational processes. The development of a handbook of procedures may include consideration of:

- Processing of Print and Nonprint
- Filing Rules
- Shelving Procedures

After reviewing the procedures and comparing them to standard procedures in Suggested Simple Procedures for Processing, Filing, and Shelving, small group problem solving periods can be held.

The Trainer may identify several problem areas from the review of the checklist and from the discussion. The workshop participants can group according to their particular interests. The Trainer may consult with the different problem solving groups and answer any individual questions on organization and arrangement.

SMALL GROUP PROBLEM SOLVING

Members of the group can get into the practical phase of organization of materials in small groups. Ideas can be shared and members of the group

can suggest procedures that most library media centers in the school district follow in organizing and processing materials.

Consideration of the organization of special materials can follow similar procedures. In addition to print, audiovisuals and equipment to support the curriculum, the library media center may include professional materials, career and vocational materials, information file materials, maps, posters, graphs, and realia. Some of these materials may require special processing and circulating policies. The Trainer may cover the organization and processing of these materials or an expert in the area may present some ideas on different ways of organizing special materials. Members of the group may also provide ideas regarding methods they have used successfully in organizing and arranging these materials.

The importance of establishing consistent filing rules and shelving routines can be discussed. Filing rules can be considered and standard procedures established for the district. Filing rules can be included in the handbook as a simple listing of rules to aid in maintaining consistency and accuracy. Directions for shelving can also be considered for inclusion in the handbook. The Trainer should emphasize the importance of consistent and accurate shelving procedures. Care in the filing of cards in the catalog and the shelving of materials can be stressed in the discussion.

SMALL GROUP MINI CASE STUDY

Written policies and handbooks aid in keeping the library media program operating efficiently. However, library media staff and student aides working in the center may need some help in solving problem situations. Some ideas regarding how to be prepared may be offered by considering typical situations that might arise in the library.

Small groups are formed and typical library media center situations are described. Each case presents a practical problem that can be examined to increase understanding of how to deal with common occurrences. Each case is limited by the policies already in effect in the school. A number of possible solutions may be suggested. In the event, no solution seems appropriate, "Ask the librarian" or "check with the principal" - may be the answer.

The Trainer may recommend that a list of items to be included in the handbook be developed by the group. Certain situations that occur often may be arranged in checklist form and rated. If most group members are in agreement, procedures regarding situations that occur most frequently can be considered for inclusion in the library media center handbook for the entire district. Or, library media specialists from different schools may use the ideas regarding procedures to develop individual handbooks for their library media centers.

MINI CASE STUDIES

Following a discussion of the procedures in scheduling use of the library media center and use of the materials, the group may form three subgroups. Groups members number off 1 - 2 - 3 to decide whether they should be in Case Study group #1, #2, or #3. Each group selects a reporter to record possible solutions to the situations. After twenty minutes of discussion the groups may share their ideas.

MINI CASE STUDIES

Group #1

1. A class is already scheduled for the library and another teacher brings her/his class in without checking the schedule.
2. A teacher sends five students to the library to take a test and asks that you see that they do not cheat.
3. A teacher wants to take reference books to his/her room.

Group #2

1. A student wants to check out materials for longer than one week.
2. A student wants to check out AV materials for his friend.
3. A student wants to borrow tape, paste, pencils, etc.

Group #3

1. Someone leaves personal books in the library or turns in books that belong to another library.
2. The Math Club or some other school group wants to put an announcement on the bulletin board.
3. Somebody wants to give the library some books or book covers.

Operational Procedures:
Description of School Library Media Center

The Trainer may have the group check procedures relating to scheduled use of materials and circulation of materials in the Checklist for Organization and Arrangement.

After needs have been identified, the group may discuss areas of circulation, scheduling, use of materials and general problems that appear in most of the library media centers. This sharing of ideas and experiences should produce some group decisions. The Trainer needs to keep sight of the aim, the development of consistent operational procedures for the library media center, in guiding the group in design of a handbook.

FORM OF HANDBOOK

The handbook may be developed for all levels in a small school district. In a large school district, elementary school library media personnel and secondary school library media personnel may wish to develop a combined handbook or library media specialists from different schools may use the ideas regarding procedures to develop individual handbooks for their library media centers.

A handbook describing procedures for efficient library operation can be completed by having the professional and paraprofessional staff of the district select a committee during the workshop. Plans may be made for subsequent group or committee meetings to discuss the proposed handbook with teachers and administrators. School district policies, especially those relating to selection and evaluation of library media materials, class scheduling, and student behavior should be checked by the committee before the handbook is designed and written.

CHECKLIST FOR ORGANIZATION AND ARRANGEMENT

Check areas in the operation of your school library media center where:

1. Standard or written procedures are used in organizing materials:

- ☐ Accessioning
- ☐ Cataloging
 - ☐ Dewey Decimal System
 - ☐ Accession Number
 - ☐ Other organizational system
- ☐ Classifying
 - ☐ Sears
 - ☐ Other
- ☐ Processing materials (Shelf list)
- ☐ Filing catalog cards
- ☐ Shelving materials
- ☐ Circulating materials
- ☐ Reserving materials
- ☐ Scheduling use
- ☐ Maintenance of materials

2. Standard or written procedures are available relating to use of materials:

- ☐ Staff use
- ☐ Class use
- ☐ Pupil use
- ☐ Group use
- ☐ Orientation
- ☐ Hours open
- ☐ Policy for use of materials
 - ☐ Books - reference
 - ☐ Magazines
 - ☐ Audiovisual Equipment and Software
 - ☐ Teaching Aids
 - ☐ Information file
- ☐ Number of items permitted to circulate at once
- ☐ Fines
- ☐ Lost and Found
- ☐ Tours

SUGGESTED PROCEDURES
FOR PROCESSING, FILING AND SHELVING

PROCESSING

12345678901234567890

1 F Burnford, Sheila
2 Bur Incredible Journey. Little, 1961.
3
4
5
6

7 c.1 Little 760415 4.95 9/1/76 B & T
8 c.2 McGraw 780137 6.95 2/10/78 B & T
9
0

SHELF LIST
(1) Shelf list
card using copy
numbers.
(Accession num-
bers, cost, date
of purchase and
source may also
be recorded
here.)

12345678901234567890

1 F Burnford, Sheila
2 Bur Incredible Journey. Little, 1961.
3
4
5
6
7
8
9
0

1. Dogs - Stores. 2. Cats - Stories.
3. Animals - Stories. I. Title

AUTHOR CARD
(2) Author card.
Tracing for sub-
ject headings,
and title entry
is placed on
front of all
cards.

12345678901234567890

1
2
3
4
5
6
7
8
9
0

Incredible Journey.
F Burnford, Sheila
Bur Incredible Journey. Little, 1961.

TITLE CARD
(3)

1. Dogs - Stories. 2. Cats - Stories.
3. Animals - Stories. I. Title

0

12345678901234567890

1
2
3
4
5
6
7
8
9
0

DOGS - STORIES
F Burnford, Sheila
Bur Incredible Journey. Little, 1961.

SUBJECT CARD
(4)

1. Dogs - Stories. 2. Cats - Stories.
3. Animals - Stories. I. Title

0

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ALL DRAWINGS ON THIS PAGE ARE APPROXIMATE SIZE

Book Pocket

F		c.2	
Bur			
Burnford			
Incredible Journey			

Book Card

F		c.2	
Bur			
Burnford			
Incredible Journey			
Date			
Oct. 1	John Doe		

Date Due Slip

Date Due			

Workslip

F	BURNFORD, SHEILA
Bur	Incredible journey.
	LITTLE, 1961.
1. Dog Stories 2. CAT-STORIES	
3. ANIMALS-STORIES I. TITLE	

WORKSLIP--if there is more than one copy of a book, one should be marked copy 1, the second copy 2, until all are recorded.

EXPLANATIONS

1. The numbers to the left and top of the examples indicate spacing.
2. The call numbers start on the second space from the left and third line down. The author's name starts on the 10th space (first indentation) and the title on the 13th space (second indentation). This is only a suggested spacing. The important thing is to decide on a style and follow it thereafter.
3. x = one space.
4. It is best to keep all the important information on the shelf list card as in example (1). This eliminates the need of an accession book which is tedious to keep and is duplication of effort. The shelf list then becomes the holdings record. (The shelf list cards can be reproduced on a copier and the sheets stored in the vault if the administrator feels this is needed.)
5. The tracing indicates the added cards beside the author card. Arabic numbers are used only for subject headings. Roman numerals are used for additional cards such as title, joint author, etc. The tracing is typed just above the hole in the catalog card, starting at second indentation with second line starting at first indentation.
6. Subject headings are typed in capital letters and begin at the second indentation.
7. Accession number follows copy number which start on second space, two lines below date of publication. The price, date of purchase and source follow on the same line.
8. These examples are only suggestions. It is important that a style of card be established and followed consistently.
9. File the cards for the shelf list by grouping together all cards with the same classification number; i.e., have all the cards for books in the 000's together, followed by those for the 200's, 300's, 400's, 500's, 600's, 700's, 800's, 900's, F, SC, and R. Further arrange the cards numerically by the classification number as the books are arranged on the shelves; i.e., all cards for books for travel, (910) together, all books on U.S. History (973) together, etc.

If there are several books with the same classification number, further arrange by author's name.

Arrange the cards in the file or drawer from front to back.

Filing

1. Alphabetical order, word by word. (Nothing (space) before something.) Disregard kind of entry, punctuation, etc., except that personal surname entries are arranged before other entries beginning with the same word. Thus, a single word or letter precedes a longer word beginning with the same letter/letters.
2. When two or more headings begin with the same word, arrange next by the first different word.
3. Disregard initial articles, but regard every other word in the entry, including articles, prepositions, and conjunctions. File by the words following the initial article.

Example: I Married Adventure
Image books
Images of America
In the Days of Giants
Inca

4. Disregard punctuation marks that are a part of a title or name.
5. Arrange initials, single or in combination, as one-letter words, before longer words beginning with the same initial letter whenever they occur in an entry.

Example: Doctor at Sea
Dr. Christian's office
Mister Chris
Mrs. Miniver

Arrange "Mc" as though spelled "Mac".

Example: MacIness
McKenny
Macleish

6. Arrange entries for initials and other abbreviations for geographical names, as if written in full.

Example: Concord, VT.
Concord, VA.
GR. Brit. Office of Commonwealth Relations
Great Britain on Trial

Numerals are arranged as if spelled out.

Example: 17 million jobs
Seventeenth Summer
Twentieth Century Caesar
2,000 Fathoms Down

Prefix names are arranged as single words.

Example: DeKruie, Paul
DeMille, Agnes
DeVoto, Bernard
DuMaurier, Daphne

7. Headings for the official government divisions (committees, bureaus, departments, etc.) are arranged by the first word of the subheading.

Example: U.S. Department of Agriculture
U.S. Office of Education
United States Steel Corporation

Shelving

Shelving books requires time and care. Remember--a mis-shelved book is a lost book. Time will be saved if these rules are followed in shelving:

1. Be sure all books have the proper book card in the pocket.
2. Arrange books on the book truck accord to
 - A. Collection
 1. Reference (R)
 2. Biography (B or 92; 920 for collective biography if shelved separately)
 3. Story Collection (SC)

B. Classification

1. By call number as they appear on the shelves
3. Shelf from left to right, from top to bottom.
4. Books should be shelved loosely so the spine is not weakened or torn when taken from the shelf.
5. Use both hands when shelving--one to open the space and one to replace the book.
6. There should be a book end for every shelf.
7. Watch constantly for mis-shelved books and straighten as you shelve.

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ORGANIZATION AND ARRANGEMENT

TECHNICAL PROCESSES REORGANIZATION OF CARD CATALOG

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THIS ACTIVITY PROVIDES FOR INDIVIDUALIZED TRAINING IN THE PROCEDURE FOR REORGANIZATION OF THE CARD CATALOG.

WHY

ON-HANDS TRAINING IN LEARNING THE PROCESS FOR RECONSTRUCTING THE CARD CATALOG IS HELPFUL WHEN THE CARD CATALOG CEASES TO REFLECT THE COLLECTION. IF THE CARD CATALOG AND THE SHELF LIST HAVE NOT BEEN MAINTAINED OR SECTIONS ARE MISSING, IT IS NO LONGER USEFUL. A RECONSTRUCTION OF THE CARD CATALOG BECOMES NECESSARY.

WHO

THE LIBRARY MEDIA PROFESSIONALS AND PARAPROFESSIONALS OR WHOEVER WILL BE CONDUCTING THE REORGANIZATION SHOULD BE INVOLVED IN THIS ACTIVITY. ADULT VOLUNTEER AIDES COULD TAKE CARE OF THIS TASK.

WHEN

THIS ACTIVITY CAN BE CONDUCTED AT ANY CONVENIENT TIME WHEN THE TRAINER AND THE PARTICIPANT/S WILL NOT BE INTERRUPTED. THE TRAINING WILL TAKE AN HOUR AND A HALF. THE ACTUAL REORGANIZATION WILL TAKE SEVERAL WEEKS, DEPENDING ON THE SIZE OF THE COLLECTION. THIS PROCESS WILL BE CARRIED OUT BY THE ASSIGNED PERSONNEL AFTER THE INSERVICE TRAINING. A POST VISIT BY THE TRAINER CAN SERVE AS AN EVALUATION.

WHERE

SINCE THIS IS AN ON-HANDS LEARNING
EXPERIENCE, THE TRAINING MUST TAKE PLACE
IN THE LIBRARY MEDIA CENTER.

HOW

→
TURN THE PAGE

ORGANIZATION AND ARRANGEMENT
TECHNICAL PRECESSES
REORGANIZATION OF THE CARD CATALOG

AIM

TO IDENTIFY THE PROCESS BY WHICH THE
TASK WILL BE ACCOMPLISHED
TO ILLUSTRATE STEP BY STEP THE NECESSARY
PROCEDURE
TO DEMONSTRATE AN ON-GOING LEARNING ON
THE PART OF THE PARTICIPANT

PURPOSE

INFORMATION
UNDERSTANDING
SKILLS AND PROCESS LEARNING

MATERIALS

HANDOUTS:

INVENTORY
REORGANIZING THE CARD CATALOG

RESOURCES OF THE LIBRARY MEDIA CENTER:

SHELF LIST
CARD CATALOG
COLLECTION.

NOTEBOOK FOR NOTES AND PEN/PENCIL

DIRECTIONS

TURN THE PAGE 

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

This activity should be conducted in the Library Media Center when the students are not present. Since this is to be on-hands training, it is best to wear comfortable clothing and shoes.

This activity was designed to be used with paraprofessionals or volunteers, therefore, it would be necessary to give a preliminary five minute presentation to explain terms and items to be used. These could include:

- Card catalog arrangement
- Shelf list arrangement
- Shelving arrangement
- Author, title and subject cards
- Tracings
- Spine label
- Accession number
- etc.

Give simplified explanations, including only the information they will actually need for this activity. Avoid confusing them with information not needed for this exercise.

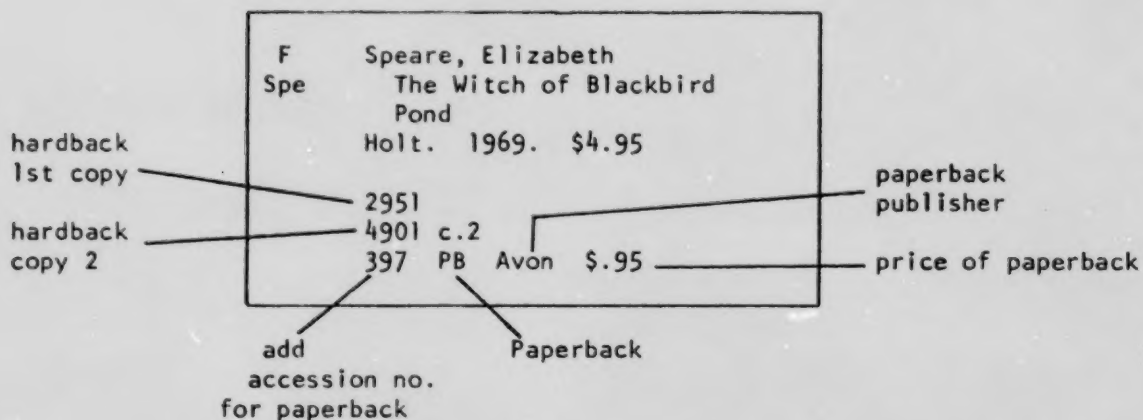
Distribute the handouts: Inventory and Reorganizing the Card Catalog. Together read the handout, INVENTORY, demonstrating each step as you go along. Ask the participant/s to demonstrate their understanding of the process as you go through it. Go to the shelves and have them go through the checking process comparing books to shelf list cards. Allow for questions as the process continues. When it appears that the participant/s understand the procedure, go through the handout: Reorganizing the Card Catalog. Go through the same instructional procedure with this process. Work carefully with the participant/s allowing each one an opportunity to demonstrate their understanding of the process. They may even want to go through it two or three times.

Set a time in the future to make a return visit to check the progress. It might also be necessary for the participants to call on the Trainer while conducting the reorganization if unanswered questions arise. This activity should take an hour to an hour and a half depending on the number of participants and their level of library media expertise.

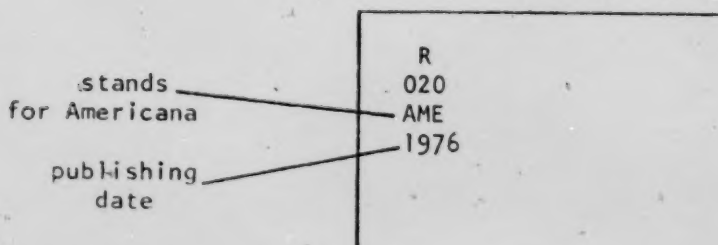
INVENTORY

1. Order supplies.
2. Read Shelves: Organize them alphabetically or numerically. Pull all books that are out of place and shelve them where they belong. Gather all the books from the store room, lockers, student desks, cars, classrooms, and homes.
3. Working in teams of twos, compare the shelf list cards to the books (author, title, call number, accession number, if necessary publisher and date). There should be one book for each accession number. Remember, the books should be arranged on the shelves in the same order as the shelf list cards.
4. If there is a card but no book, turn the card sideways (or mark it with a paperclip). If there is a book with no card, you can either leave the book standing instead of laying down so that all books left standing need shelf list cards or you can pull these books and place them in a box marked BOOKS WITH NO SHELF LIST CARDS.
5. One person can do the paperback books if they are shelved separately.
6. Rubberband the shelf list cards that have no books with a slip stating SHELF LIST CARDS - NO BOOKS.
7. As other books are found or come in, check the shelf list cards first before placing them on the shelf. If you find the card, file it with the rest in the shelf list and place the book on the shelf.
8. As the inventory is conducted or after it is finished, a check must be made for books in need of repair. If they can be repaired and still be usable, mark the repair slip, put repair slip in the book, and place the book in a box marked REPAIRS. If they need extensive repairs or because of age and title are not worth the time or materials, place them in a box marked RECONSIDERATIONS. Let the library media specialist check this box to decide which should be kept or discarded. Remember, old dingy books will keep students away, even from the new ones.
9. After the inventory has been completed, (check with the library media specialist or teacher-librarian first) the paperbacks may be inter-shelved with the hardbacks. Interfile the shelf list cards. At the same time inter-shelf the books. A team of two would make it easier. If there is a paperback and a hardback of the same title, add the accession number of paperback on the shelf list card for the hardback. Besides the number, write PB for paperback and the paperback publishing company such as Avon and the price of the paperback. (See example on next page.)

If there is no hardback just file the paperback shelf list card into the main shelf list and inter-shelve the book.



10. Remember the reference books have call numbers just like the nonfiction except they have an R over the call number. On the encyclopedias, the call number might read:



11. Now the books can be repaired.
12. The missing shelf list cards can be typed.
13. Cards can be typed for the books with no shelf list cards.
14. Unprocessed books can be processed.

(See examples on the next page.)

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Example of Repair Slip:

REPAIR SLIP	
Call No.	_____
Author	_____
Title	_____

_____	pages torn
_____	pages loose
_____	back loose
_____	spine torn
_____	no pocket
_____	no book card
_____	section loose
_____	other

Example of Biography Arrangement:

B
Carnegie

B
Carver

B
Casals

B
Cody

B
Columbus

B
Corhell

B
Curie

B
Custer

Example of Non-Fiction Arrangement:

621
Z

621
R

621.3
F

621.38
D

621.4
W

627
M

628
J

629
P

629.1
S

629.2
B

620
O

495

REORGANIZING THE CARD CATALOG

1. Pull all the author cards.
2. Find all the cards that belong to each set. Rubberband them together, author card on top, then title, then subject.
3. Keep your sets alphabetized in a box. This way you can work with them easier and you have less alphabetizing to do later.
4. If a set is incomplete, flag it with a piece of paper that says NO TITLE CARD or NO SUBJECT CARD - HUNTING. Place the incomplete sets in a box marked INCOMPLETE SETS. Don't type these cards until you are sure there is a book to match the set.
5. (After the inventory has been completed) Working with another person, match your complete sets to the proper shelf list card. As these are matched, mark the shelf list card with a paper clip and another person can begin alphabetizing these catalog cards. When all the complete sets have been matched, then match the incomplete sets. If there is a shelf list card then place the incomplete set in another box that says CATALOG CARD SETS - TO BE TYPED, and paperclip to the shelf list card. Someone can then begin typing the missing cards.
6. Now go back and type complete sets for all shelf list cards with no paperclips.
7. Alphabetize remainder of the card catalog cards.
8. After the inventory is completed, begin a card file for RECORDS, (or a notebook). Here, keep the procedures for Inventory and for Reorganizing the Card Catalog. Also keep a record of the number of books in each category.

Add the count each year. Original count may be determined by counting books or by counting accession numbers on the shelf list cards. When the grand total has been determined, record it. Then leave some leeway before beginning the next accession number.

For example: You have counted 5,172 books at the completion of inventory and search. In accessioning new books or unprocessed books, begin with 6,000 as your new number to allow for old books that may turn up. Records may be kept as to inventory completed in May 1978 or whenever you finish. Then begin new records June 1978. All you have to do to determine number of volumes in inventory, will be to add total from completed inventory and total of where you are now. (See example on the next page.)

Example:

INVENTORY RECORD			
	1978	1979	1980
Fiction			
Biography			
Bio. Collection			
Short Stories			
Reference			
000			
100			
200			
300			
400			
500			
600			
700			
800			
900			
Total			

ORGANIZATION AND ARRANGEMENT

PROCESSING

SHELF LIST

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THE ORGANIZATION OF A SHELF LIST IS AN ESSENTIAL ELEMENT OF A LIBRARY MEDIA CENTER OPERATION SINCE THE SHELF LIST IS AN INVENTORY OF ALL OF THE HOLDINGS. A WELL KEPT SHELF LIST IS THE BASIS FOR EFFECTIVE ADMINISTRATION OF THE CENTER.

WHY

THE SHELF LIST IS A RECORD OF ALL OF THE RESOURCES IN THE LIBRARY MEDIA CENTER. IT ALSO IS A RECORD OF COST, SOURCE, AND LOCATION OF MATERIALS. EFFICIENCY IN THE ORGANIZATION AND MAINTENANCE OF THE SHELF LIST CAN BE INCREASED THROUGH THE STUDY OF VARIOUS METHODS.

WHO

A GROUP OF LIBRARY MEDIA SPECIALISTS INVESTIGATING VARIOUS METHODS TO IMPROVE THEIR ORGANIZATION AND MAINTENANCE OF THE SHELF LIST CAN SHARE IN A WORKSHOP SITUATION OR THE TRAINER CAN WORK WITH THE LIBRARY MEDIA SPECIALIST ON A CONSULTATIVE BASIS.

WHEN

THIS ACTIVITY CAN BE CONDUCTED AS PART OF A WORKSHOP OR ON A ONE-TO-ONE BASIS WITH THE LIBRARY MEDIA SPECIALIST AT THE CONVENIENCE OF THE PERSONS INVOLVED. THIS ACTIVITY WILL TAKE ONE HOUR MAXIMUM.

WHERE

THIS ACTIVITY CAN BE HELD IN ANY CONFERENCE
ROOM THAT WILL ACCOMMODATE THE GROUP

HOW

—————→
TURN THE PAGE

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ORGANIZATION AND ARRANGEMENT

PROCESSING
SHELF LIST

AIM

DEMONSTRATE VARIOUS METHODS OF ORGANIZATION AND MAINTAINING A SHELF LIST. PROVIDE FOR PROBLEM SOLVING THROUGH SHARING OF IDEAS.

PURPOSE

INFORMATION
SHARING
PROBLEM SOLVING

MATERIALS

HANDOUTS:

PURPOSES OF THE SHELF LIST
EQUIPMENT SHELF LIST

KEEPING ACCESSION RECORDS

SAMPLE SHELF LIST CARDS (CAN BE ON TRANSPARENCY)

BUTCHER PAPER, FELT PEN, AND MASKING TAPE

* ANY OTHER AVAILABLE RESOURCES AS NEEDED

* AN ACCESSION BOOK CAN BE USED FOR DEMONSTRATION PURPOSES.

DIRECTIONS

TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

This activity can be used in conjunction with the activity Circulation from the Organization and Arrangement of the Library Media Center Module, and/or the Development of a Collection activity from the Library Media Collection Module.

This activity can be conducted as a discussion or on a one-to-one basis with the library media specialist.

Distribute the handouts: Purposes of the Shelf List; Equipment Shelf List; Keeping Accession Records; and Sample Shelf List Cards. (If a transparency of the last handout is used for demonstration, securing of a screen and overhead projector must be prearranged.)

Allow 2 - 3 minutes for looking over the handouts. Explain and clarify each handout allowing for questions and discussion. Solicit suggestions from the participants as to improvement of accession record keeping methods. If the subject of an accession book arises, allow for discussion of this topic. Lead the discussion so that the participants can come to a decision as to whether the keeping of an accession book is time effective.

Some suggested discussion questions include:

1. Is all the information on the accession card needed? What is the value of this information?
2. Are accession numbers needed? Justify.
3. Why keep an accession book? Is it time effective?
4. Should a shelf list of equipment and audiovisual materials be kept if these are not kept in a central location?
5. Who is responsible for these shelf lists (of equipment and AV materials) if they are not centrally located?
6. What is the best procedure for maintaining an accurate shelf list?

Tape the butcher paper on the wall where the ideas generated from the group can be recorded. It would be wise to appoint a recorder from the group.

Summarize the discussion by reviewing the ideas on the butcher paper. Ask for any further comments or discussion. This activity should not take more than one hour.

PURPOSES OF THE SHELF LIST

1. To give a complete record of the books owned by the center.
2. To tell what books the center has in each classification.
3. To form a simple, broad subject index to the center.
4. To use as a guide in building a balanced collection.
5. To use in taking inventory.
6. To show the number of copies of each title.
7. To show the purchase price of each book.
8. To show the age of each book.
9. To record tracings.
10. To show accession numbers.
11. To indicate the source of special funds (federal, gift, etc.).

EQUIPMENT-SHELF LIST

Shelf List Card: The information entered on the shelf list card for each piece of equipment includes: accession number; brand name; model; serial number; source of purchase; date of purchase; price; accompanying materials or accessories. A separate card for each machine should be provided. Description of special features, e.g., semi-automatic remote pushbutton control, maintenance, supplies, and service record, is optional. Location symbol or room number should be placed in the lower left-hand corner of the card.

Shelf List Card

EQ
SL
101

Slide projector. (Equipment) Eastman Carousel
800 #14360
2x2 slides - automatic. pushbutton remote
control.

\$144.50 6/66 slide tray \$2.95
lamp DEK 500 v. 110

Art - Rm. 105

0

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KEEPING ACCESSION RECORDS

Date	Book Accessions Last number used	Total
9/1/76	760129	129
11/5/76	760149	20
1/9/77	760199	50
5/9/77	760309	110
Accession Total for 76-77		309

3 X 5 card
kept in
card file

The accession number consists of the last two digits of the school year in which the material was accessioned, (for example 76 for the year 1976). Allow four digits to allow for number of books that will be accessioned that year. This allows for 9,999 books to be accessioned in one year. Begin with 000 one (1) and continue consecutively until the end of that school year.

Example: 760001 - first book accessioned during the school year 1976-77. 760976 - last book accessioned during the school year 1976-77. The last four digits will give you the total number of books accessioned during that school year.

770001 will be the first number used in accessioning during the school year 1977-78.

SAMPLE SHELF LIST CARDS

551
Moo

Moore, Ruth E.

The earth we live on; the story of
geographical discovery. 2d ed. Draw-
ings by Sue Allen.

Knopf, 1971.

416 p. illus.

762348 Copy 1 \$3.00 B & T 6/72

778432 Copy 2 \$3.00 Bro-Dart 7/75

FS
970.4
I

Indians of the Southwest. (Filmstrip)

American Council on Education,
c1944. 47 fr., b&s, 35mm. (Life
in the U.S.A. ser)

4-6, JH. no. 4836.

Teaching guide.

c.1

770135 ACE 3-77 \$5.50

Location can be added here.

ORGANIZATION AND ARRANGEMENT

CIRCULATION

WHAT

METHODS AND TECHNIQUES FOR EFFICIENT CIRCULATION OF LIBRARY MEDIA MATERIALS ARE PRESENTED IN THIS ACTIVITY. PROMOTING THE CIRCULATION OF MATERIALS IS ALSO INCLUDED.

WHY

THE SHARING OF VARIOUS TECHNIQUES OF CIRCULATING PRINT, NONPRINT AND SPECIAL MATERIALS WHICH HAVE BEEN PROVEN EFFECTIVE CAN RESULT IN INCREASED EFFICIENCY IN LIBRARY MEDIA CENTER SERVICE. PROMOTIONAL TECHNIQUES WHICH ENCOURAGE CIRCULATION IS ALSO NECESSARY.

WHO

A GROUP OF LIBRARY MEDIA SPECIALISTS CAN MEET FOR THE SHARING OF CIRCULATION METHODS IN A WORKSHOP SITUATION OR THE TRAINER CAN ACT AS A CONSULTANT WITH INDIVIDUAL LIBRARY MEDIA SPECIALISTS. TEACHERS CAN ALSO BE INCLUDED IN THIS ACTIVITY.

WHEN

THIS ACTIVITY CAN BE CONDUCTED AT THE CONVENIENCE OF THE PARTICIPANTS. ONE TO TWO HOURS IS NEEDED FOR THIS ACTIVITY.

WHERE

ANY CONFERENCE ROOM WHICH WILL ACCOMMODATE THE GROUP CAN BE UTILIZED.

HOW

—————→
TURN THE PAGE

ACTIVITY

ORGANIZATION AND ARRANGEMENT

CIRCULATION

AIM

DEMONSTRATE VARIOUS METHODS AND TECHNIQUES
OF CIRCULATING PRINT, NONPRINT AND SPECIAL
MATERIALS.

SHARE PROMOTIONAL IDEAS WHICH WILL INCREASE
THE CIRCULATION OF MATERIALS.

PURPOSE

INFORMATION
DEMONSTRATION
SHARING
PROBLEM SOLVING

MATERIALS

HANDOUTS:

ANALYSIS OF LIBRARY CIRCULATION
CIRCULATION OF EQUIPMENT
PUBLICITY WITH A PURPOSE
SUGGESTIONS FOR THE MEDIA SPECIALIST AND
HIS/HER ROLE IN THE INSTRUCTIONAL PROGRAM
AND PROMOTING THE USE OF THE SCHOOL
LIBRARY MEDIA CENTER

REFERENCES:

MY READING NOTEBOOK...FROM

Gaver, Mary. Effective Centralized Library
Service in Elementary Schools. (New
Brunswick: Rutgers University Press) 19
pp. 249-252.

QUESTIONS FOR TEACHERS ABOUT THEIR USE OF
THE LIBRARY MEDIA CENTER...FROM

Lubans, John, Jr. Educating the Library User.
(New York: R.R. Bowker Co.), 19 p. 218.

MATERIALS
CONTINUED

ANY OTHER AVAILABLE MATERIALS WHICH MAY BE
HELPFUL. PARTICIPANTS COULD BE ASKED TO
CONTRIBUTE HANDOUTS ON THEIR CIRCULATION
METHODS.

DIRECTIONS

TURN THE PAGE 

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

This activity can be used with the Processing - Shelf List Activity from the Organization and Arrangement of the Library Media Center Module and/or the activity Development of a Collection from the Library Media Collection Module.

This portion of the activity requires 30 minutes to an hour depending on the size of the group and their interest in discussing the topic.

Distribute the handouts: Analysis of Library Circulation and Circulation of Equipment. Begin the discussion by asking how many of the participants keep circulation records. Ascertain whether these records reflect only the materials that are checked out. Use the Analysis of Library Circulation to demonstrate how a record of in-center use of materials can be kept. Explain that the name of the teacher, the number of classes that will come to the library media center, and the topic of concern is to be recorded under day of the week and the subject area. A compilation of this information can be done monthly. This task can be handled by a student aide. At the end of the semester or at the end of the school year, a master compilation can be made. This list can be used to show how many classes used the center from each area of the curriculum. This will help in planning purchases to strengthen certain areas. It also shows which teachers are using the library media center resources. This will identify those teachers which need to be approached as to the advantages of using library media center resources to enhance their teaching.

Allow the participants to share ideas of other methods of keeping circulation records. This discussion could extend to the circulation of audio-visual materials. Present the information on the handout: Circulation of Equipment. Allow time for discussion of methods of circulating equipment which the participants have found successful.

Summarize by pulling together some of the ideas that have emerged. If this portion of the activity has lasted for an hour, it might be wise to take a break. Before dismissing, mention that after the break the discussion will be concerned with increasing circulation and use of library media resources. Suggested discussion questions might be mentioned so that participants can

contemplate on them during the break.

Suggested Discussion Questions

1. Do circulation records really reflect use? Are they time effective?
2. Does publicity increase circulation?
3. Do printed bibliographies increase circulation?
4. Do class assignments or projects increase circulation?
5. Do teacher or student surveys concerning service have any effect on circulation?
6. Is communication important to circulation? If so what type of communication is needed? What type of communication is most effective.

Break - 15 to 20 minutes

Read the discussion questions again. (These might be placed on a chalkboard, a transparency or on butcher paper on the wall.) If the group is large, it can be broken down into subgroups allowing each subgroup to discuss one question and report their ideas to the large group. If the group consists of 10 or less participants, they may wish to select 3 questions which they would prefer to discuss. Allow an opportunity for the free flow of ideas, encouraging everyone to take part. When the discussion slows down, pass out the handouts: Publicity with a Purpose; and Suggestions for the Media Specialist and His/Her Role in the Instructional Program and Promoting the Use of the School Library Media Center. Pick out several points from the handouts to present to the group after giving them a few minutes to browse through them.

Ask for questions or further discussion. End the session by emphasizing the importance of communication with the different target groups and the importance of selling the library media program.

ANALYSIS OF LIBRARY CIRCULATION

Circulation/In-Center Use

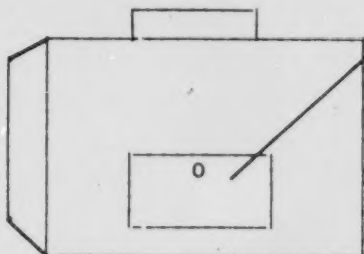
Week of September 5-9, 1978

Day	Science	Social Studies	Language Arts	Mathematics	Art and Music	Health and Phys. Ed.	Miscellaneous
M 5	Smith-2 Plants Jones-3 Planets	Webb-1 World War I	Tubb-3 Biography		Case-1 Crafts		Drivers Ed- view filmloops
T 6							
W 7							
TH 8							
F 9							

400

CIRCULATION OF EQUIPMENT

16mm Projector	Record Player	Tape Recorder	Cassette Player #1	Cassette Player #2
6 Riggs 2/10/78		6 Turner 2/10/78		



Circulation Procedure:

Teacher pulls card from pocket, signs card with name and date, hangs on hook. In this way, anyone needing that piece of equipment can see at a glance who has it checked out, if it is not in. Also, at end of day, cards on hooks indicate who has not returned the equipment. When equipment is returned the teacher marks out name and date and returns card to pocket.

EQUIPMENT CARD

	16mm Projector-Victor	Type of equipment
	2307654	Brand Name
	self-threading	No. on Machine
Type of lamp it uses	Lamp NK 500 Watt	Any description necessary
	Bought from Jones Supply, Tulsa, Okla.	
Date purchased	Jan. 1977	Company purchased from
	Repaired: Sept. 1977 - 27.50	Cost
	Nov. 1977 - 48.00	Repair record
	Stored in Rm. 101	
	0	

PUBLICITY WITH A PURPOSE

More and more the library media center finds itself competing with other community agencies for its share of the tax monies. An informed, interested and involved public is the best guarantee of a library media center's financial health and vitality. Children's librarians are in a unique position to strengthen the visibility of the public or school library media program simply because the service they provide is one that is valued by parents who comprise a majority of the taxpaying public. This information sheet offers school and public library media specialists suggestions to help publicize their children's services and programs and build public awareness of the importance of the library media resources in community life.

GENERAL TIPS

1. Think publicity! Be ingenious and remember that no matter how modest your program it pays to let your community know about it. A well-publicized story hour may lead to appearances on local TV or radio, or to a newspaper feature story. Be ready to take advantage of all opportunities.
2. Timing is vital. Know the deadlines for your local newspaper and radio station. Plan local tie-ins to national campaigns and announcements (National Library Week, Children's Book Week, Newbery/Caldecott announcements). Keep an eye on legislation affecting libraries so your letters of support come through at the appropriate moment.
3. Use your obvious resources. Compile a list of known supporters--trustees, Friends of the Library, PTAs, school library media volunteers, local officials, regular borrowers--and find ways of involving them in on-going library media activities so that they can be called on when the library media center needs special help.

START AT THE TOP: When new legislation is needed or existing legislation needs reappropriation, let the people who make the laws supporting educational and cultural programs know how vital this legislation is to your community and to your program. Get others to help you make your needs known.

1. Lead the campaign with a personal touch. Write to your legislators; personally contact public officials who use your library media center; write an open letter to the local newspaper.
2. Help your supporters to support you. Prepare fact sheets on legislative programs affecting libraries. Make letter writing easier by providing names and addresses of:

Congressmen serving on the House and Senate Subcommittees on Appropriations for Labor, Health, Education and Welfare (LHEW)
Members of the Senate Authorization Subcommittee for LHEW
(check Congressional Directory for this information).

Local senators and representatives, state legislators serving on key education committees, and local officials (city, county, town, school board) with similar responsibilities.

SPECIFIC SUGGESTIONS: There are many ways to get publicity for your library media center with little or no money. A few have been assembled here to give you a head start.

1. Label everything with your library media center's name and/or emblem; books, display materials, give-aways, announcements, bibliographies, even your staff at meetings and programs.
2. Show yourself off. Get on the radio and TV with book review programs, children's shows, story hours, interview shows, or panels. Make use of local children's show heroes and heroines for sport announcements and plugs.
3. Spread the (printed) word. Try to get news and feature articles and/or photo essays in local newspapers, PTA bulletins and educational journals. Use bumper stickers, calendars, posters and brochures to advertise library media throughout the community.
4. Give away book marks, book lists, shopping bags, etc. (donated by your supporters) through Welcome Wagons, Scouts and others who will distribute them.
5. Plan parent-involved programs. There are many parents who are eager to learn about books for children. Sharing your expertise will help build a responsive public that will rally to the support of the library media program.

6. Get on your soap box for person-to-person publicity.
 - a. Describe your programs and services with short talks at club and PTA meetings. Have a display at the school open house. If your library media center has rooms used for public meetings, place posters, fliers and displays there.
 - b. Wherever people congregate--supermarkets, shopping centers, fairs, other shows--place a booth with slide or filmstrip programs, displays, story-telling programs, and materials of all kinds offering information about library media services, registration and circulation.
 - c. Enlist the promotional aid of others in the book business (local book sellers, authors, illustrators, editors, teachers, reviewers).
 - d. Take the library media program to the people. Utilize museums, public buildings, Y's and other institutions for displays or circulation of materials. Place collections of materials, especially paperbacks, in local airports, back yards, parks, beaches, department stores, child care centers, welfare offices and other centers for special interests.
7. Bring community groups to the library media center to help in specific programs which tie in with national holidays, celebrations or programs. Make the library media center the meeting place or starting point for outdoor activities such as nature walks, bicycle trips and hikes. Have a seasonal open house sponsored by other community agencies. Volunteer library media center space for exhibits of other agencies.

(THIS SHEET WAS DEVELOPED BY THE ALA-CBC JOINT COMMITTEE.)

SUGGESTIONS FOR THE MEDIA SPECIALIST AND HIS/HER ROLE IN THE
INSTRUCTIONAL PROGRAM AND PROMOTING THE USE OF THE
SCHOOL LIBRARY MEDIA CENTER

PERSONAL CONSIDERATIONS:

1. Be thoroughly familiar with your school goals and curriculum.
2. Formulate objectives for the media center that implement these school goals involving faculty committee and students.
3. Familiarize yourself with the national "Standards for School Media Programs."
4. Study your state standards in relationship to the national standards.
5. Be alert and receptive to new ideas in media center procedures and activities with regard to curriculum innovations.
6. Always be accessible to teachers and students.
7. Cultivate a friendly, welcoming, interested attitude toward all members of the school community.
8. Resolve to streamline or eliminate time-consuming and nonessential routines.
9. Be alert to new media as they develop.
10. Keep all collections of materials well organized for easy access.
11. Keep up-to-date on recent general educational trends and concerns.
12. Know many kinds of materials.

COMMUNICATION WITH THE PRINCIPAL

1. Give him/her a copy of the national "Standards for School Media Programs", urge him/her to read it, and discuss this with him/her.
2. Schedule a time periodically to discuss with him/her the personnel needs, collections, budget, facilities, objectives, and services of the media center.
3. Give to him/her each month a brief account of ways the media center has been used.
4. Investigate with him/her the utilization of the center by individuals and groups.
5. Confer with him/her concerning the appointment of members to a faculty media center committee to work with you on services, procedures, problems goals, and policies.

6. Ask to be included in any study group or curriculum revision committee plans. Be competent to do this and have something to contribute.

COMMUNICATION WITH THE FACULTY

1. Bring the faculty into the planning through the faculty media center committee. Among other activities, formulate together the first steps in meeting the national standards.
2. Work closely with chairpersons of departments and inservice education planning groups.
3. Be ready with suggestions to help teachers develop new techniques as they move from the use of the single textbook to multiple materials.
4. Encourage faculty participation in the selection of print and nonprint materials.
5. Keep in close touch with the counselors so that you may contribute to the guidance program.
6. Advertise your services for exceptional students:
 Reading, viewing, listening guidance, selection of books, etc.
 Individual conference with some students.
7. Call to the attention of teachers pertinent materials appearing in professional or other periodicals.
8. Maintain a collection of professional material which you have purchased or borrowed from other sources.
9. Duplicate titles much in demand. Second copies in paperback might be appropriate.
10. Have displays with a message for teachers at different places in the school where they will catch the eye.
11. Relax circulation procedures to fit the needs. Lend reference books to classrooms for a period when they are needed, and when they are not being used in the media center. Arrange for long-term loan of collections of books to classrooms. Develop procedures for loaning audiovisuals materials for home use.
12. Feel responsible for keeping informed about contents of textbooks.
13. Broaden the horizons of service to include many activities outside the four walls of the media center.

Visit the classrooms to give talks

About new books.

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About collections of books or other media specially selected according to interests and reading levels of a class.

About the use of audiovisual materials.

About the critical selection of all media for specific purposes.

About evaluation of periodicals.

About developing personal libraries.

About critical reading, viewing, or listening.

About sources and subject headings needed by a certain class for reference work in the media center.

About the use of special reference books.

About the world's great books.

About books related to recently shown films or filmstrips.

Visit classrooms to teach media skills, returning to the media center with the class for follow-up.

Here is the opportunity to develop many reading interests and to improve reading tastes.

Visit the classroom to observe the various ways books are shared.

14. Develop workshops for teachers on the use of new equipment.
15. Confer with each teacher before a new unit is begun and also at intervals during the study.

Secure information concerning the abilities, needs and interest of the students.

Give the teacher an overview of available materials both in print and audiovisual form. Include any community resources which are relevant to the topic studied.

Decide which of the materials would be used most effectively in the classroom under the teacher's supervision and which should be kept in the media center for student independent use.

Know what topics are being studied in each class. Keep these on a wall chart or in a notebook.

Keep a folder for each teacher containing bibliographies, assignment sheets, reserve books requested, hard-to-answer questions, etc. Point out the strategic times when media skills may be taught. Offer to compile needed bibliographies.

Give suggestions for effective use of various media.

Describe multi-media approaches which may be used.

Plan instructional materials which you may assist the teacher in preparing, such as charts, transparencies, slides, 8mm loop films, etc.

Plan with the teacher various ways in which the whole class, small groups, or individuals may use the media center.

Make a note of ways in which you may participate in the instruction.

Discuss ways you may help students improve independent study habits.

Plan for various types of student work to be displayed in the media center.

Offer to secure materials from sources outside the media center. The community is often a source of human resources and realia.

Indicate your willingness to participate in evaluating the suitability and adequacy of materials, student research and work habits, and media center services and facilities as they apply to this unit.

COMMUNICATION WITH STUDENTS

1. Provide as much individual reading, viewing, and listening guidance as possible.
2. Be ready to teach library media skills when they are needed.
3. Give all the individual help necessary to perfect student research skills.
4. Increase the scope of your materials collection to provide for all interests and reading levels.
5. Make the media center a pleasant, attractive place which invites students to use it.
6. Offer suggestions for evaluating, analyzing, and organizing information drawn from many sources.
7. Encourage the use of audiovisual materials for information, for recreation or for home use.

8. Give individual or group instruction in the use of audiovisual equipment.
9. Help students with imaginative and creative ways to report the result of their research, giving assistance in making charts, transparencies, slides, 8mm films, etc.
10. Be alert to developing problems of personality, or poor work habits, which may necessitate conferences with teachers or counselors.
11. In all media center activities provide for the development of each student according to his potential, diversifying services for exceptional students.
12. Borrow from classrooms or outside sources, exhibits which would be of interest to students and display them with appropriate books.
13. Encourage student participation in the selection of materials.
14. See that articles about media center activities and materials appear in your school newspaper.
15. Arrange attractive bulletin board displays and posters to stimulate students to read more widely, and use materials more extensively.
16. Develop among your student assistants or club members a deeper understanding and broader knowledge of media center materials and services.
17. Plan a listening and viewing center for independent student use of audiovisual materials.
18. Arrange stimulating discussion groups and book reviews with knowledgeable visitors from the community invited to participate.

ORGANIZATION AND ARRANGEMENT

VOLUNTEER AIDES

ADULT

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THIS ACTIVITY PRESENTS IDEAS AND METHODS OF UTILIZING ADULT VOLUNTEER AIDES TO INCREASE EFFICIENCY IN THE OPERATION OF THE LIBRARY MEDIA CENTER.

WHY

IF THE LIBRARY MEDIA STAFF DOES NOT INCLUDE PARAPROFESSIONALS, THE USE OF ADULT VOLUNTEER AIDES TO ASSIST WITH CLERICAL DUTIES RELEASES THE PROFESSIONAL LIBRARY MEDIA STAFF TO PROVIDE INCREASED SERVICE TO TEACHERS AND STUDENTS.

WHO

THIS ACTIVITY CAN BE USED WITH A GROUP OF LIBRARY MEDIA SPECIALISTS OR WITH A LIBRARY MEDIA SPECIALIST ON A CONSULTATIVE BASIS. THE BUILDING PRINCIPAL CAN ALSO BE INVOLVED.

WHEN

THIS ACTIVITY CAN BE PART OF A HALF-DAY WORKSHOP, PROFESSIONAL DAY WORKSHOP OR ANY TIME THAT IS CONVENIENT TO THE PARTICIPANTS WILL BE APPROPRIATE. ONE TO ONE AND A HALF HOURS IS SUFFICIENT TIME FOR THIS ACTIVITY.

WHERE

A CONFERENCE ROOM WHICH WILL ACCOMMODATE THE GROUP CAN BE USED.

HOW

—————→
TURN THE PAGE

ORGANIZATION AND ARRANGEMENT

VOLUNTEER AIDES

ADULT

AIM

PROVIDE IDEAS AND METHODS FOR UTILIZING
ADULT VOLUNTEERS
COOPERATIVE SOLVING OF PROBLEMS ARISING
FROM UTILIZATION OF ADULT VOLUNTEERS

PURPOSE

INFORMATION
IDEA SHARING
PROBLEM SOLVING

MATERIALS

HANDOUTS:

LIBRARY MEDIA VOLUNTEER PROGRAM
LIBRARY MEDIA VOLUNTEER PROGRAM APPLICATION
FORM
LIST OF TASKS THAT CAN BE PERFORMED BY
VOLUNTEERS
WORK SLIP FOR VOLUNTEERS
(ANY OTHER AVAILABLE MATERIAL DEEMED NECESSARY)

REFERENCE:

THE SCHOOL LIBRARY VOLUNTEER. LILLIAN
BIERMAN WEHMEYER. LITTLETON, COLO.
LIBRARIES UNLIMITED, INC.; 1975.

DIRECTIONS

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TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

This activity can be used along with the activity Volunteer Aides - Student the Organization activity, the Processing activity or the Circulation activity from the Organization and Arrangement of Library Media Center Module.

Distribute the handouts: Library Media Volunteer Program, Library Media Volunteer Program Application Form, List of Tasks That Can Be Performed by volunteers and Work Slip for Volunteers. Allow the participants two or three minutes to read the handouts.

Explain and clarify the handout Library Media Volunteer Program. Emphasize the need for clear guidelines that should be developed by the library media staff and the principal before the volunteer program is begun. A handbook should be developed listing policies concerning the volunteer program, responsibilities to be assumed by the volunteers and tasks that can be performed by the volunteers. (Refer to handout by that title.) A schedule of work time should be developed. An application form such as the one handed out could be used. Give suggestions as to where these volunteers might be recruited such as from PTA, senior citizens groups, senior scouts, etc. Proper planning before beginning the program should also be emphasized. Explain the use of work slips such as the one given. Generate discussion with questions:

1. How will the volunteer's attitudes affect the library media program?
2. How can the volunteer's talents be best utilized?
3. Is a volunteer program time effective in terms of supervision and training time?
4. What are some effective and simple methods for training the volunteers?
5. What benefits can result from a volunteer program?
6. What problems can arise from a volunteer program and what are some possible solutions?

Allow time for discussion and sharing of ideas. A library media specialist who has an effective volunteer program can be asked to act as a consultant to share ideas of how to create a successful program.

Summarize the discussion by listing the constructive ideas that have emerged from the discussion. Be sure both positive and negative ideas are presented.

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LIBRARY MEDIA VOLUNTEER PROGRAM

Programs to recruit and utilize volunteers to act as library media center aides may be accomplished with the help of the school administration. In some schools, the Parent Teacher's Association may have a Library Media Committee or a Library Media Chairperson. In other schools, the library media specialist may send a form home asking for volunteers and from the volunteers, a chairperson may be elected. The Library Media Committee Chairperson can aid the library media specialist in scheduling volunteer hours, in contacting volunteers, in orienting volunteers to the library media center, and in arranging meetings for recruiting volunteers and thanking volunteers for their aid. Responsibilities for some of these tasks may be delegated to members of the committee.

Good communications between the school and the volunteers are important to establishing the volunteer program. A directory for volunteers, providing guidelines for volunteer service and listing the members of the committee, may be prepared to aid in keeping the group in touch. The directory may also give volunteer schedules.

A form to help discover special talent and interest may help in recruiting and assigning duties. The form will depend on the particular needs of the school. It could include the list of tasks that can be performed by volunteers. The form may be sent home by the P.T.A. Library Committee Chairperson, the library media specialist, or the principal.

A handbook of library media center procedures may also aid the volunteer. It should include simple procedures for care and use of materials and equipment, processing materials, filing catalog cards, shelving and circulating materials, maintaining materials, aiding students and teachers, and other tasks they are expected to perform.

LIBRARY MEDIA CENTER
VOLUNTEER PROGRAM

Application Form

The library media center of _____ School is
requesting volunteer aid. If you would like to help in the center, please
sign and return this form.

I would like to aid by volunteering in the _____
School's Library Media Center.

Name _____ Phone _____

Address _____

Some library tasks I could perform are - (please check):

- _____ Working with student groups
- _____ Aiding in preparing displays and bulletin boards
- _____ Organizing pamphlets and picture files
- _____ Preparing Community Resource Guide
- _____ Preparing new books and materials
- _____ Maintaining books and materials

Signature

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LIST OF TASKS THAT CAN BE
PERFORMED BY VOLUNTEERS

The library media specialist will be responsible for supervising the work of the volunteer aides. The adult volunteer aide should be able to help or do the following:

1. Process new library media center materials. Steps in processing materials:
 - a. Accession the materials.
 - b. Stamp the materials.
 - c. Type catalog cards.
 - d. File catalog cards.
 - e. Type book cards and pockets.
 - f. Paste book pockets in books.
 - g. Paste date due slips in books.
 - h. Label book spines.
 - i. Cover the book (or prepare the materials for circulation).
 - j. Type shelf list cards and file them.
2. Help with inventory.
3. Help with the circulation of materials--the charge desk, etc.
4. Help with the repair and upkeep of all materials.
5. Help maintain the book collection by helping pull books for the bindery or in need of repair.
6. See that the shelves are straight and books shelved correctly.
7. Make materials lists for teachers.
8. Pull books for classrooms.
9. Maintain the card catalog.
10. Keep the information file up-to-date with current materials.
11. Help arrange fairs and contests to encourage students to use the library media center.
12. Help keep the library media center attractive with displays and bulletin boards.
13. Help with student aides.
14. Help students find materials that they need when the library media specialist is busy.

15. Distribute magazines to their various places.
16. Keep magazine records and stacks in order.
17. Help students find magazines.
18. Keep AV equipment in running order. (clean lenses, change bulbs, etc.)
19. Keep track of AV equipment using system of library media center.
20. Check out equipment and materials to faculty and students.
21. Know how to run all processing and duplication equipment in the library media center.
22. Help teachers with the above equipment.
23. Type book and materials orders.

WORK SLIP FOR VOLUNTEERS

Date _____

Name _____

Tasks for today - Please complete according to the number order listed.

- 3 Shelving
- 1 Filing
- 2 Typing of cards
- _____ Processing books or audiovisual
- _____ Processing of Information File Materials
- 4 Reading of shelves _____
- _____ Inventory _____
- _____ Pulling materials for bibliography
- _____ Display or bulletin board
- _____ Repairs
- _____ Other

Items completed 1 and 2

Signed _____

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ORGANIZATION AND ARRANGEMENT

VOLUNTEER AIDES

STUDENT

WHAT

STUDENT AIDES CAN BE UTILIZED IN THE EFFECTIVE OPERATION OF THE LIBRARY MEDIA CENTER. THE SELECTION, TRAINING AND SUPERVISION OF STUDENT AIDES IS INCLUDED IN THIS ACTIVITY.

WHY

THE SELECTION, TRAINING AND SUPERVISION OF STUDENT AIDES IS A COMMON CONCERN TO LIBRARY MEDIA SPECIALISTS. SHARING OF IDEAS AND METHODS CAN HELP INCREASE THE EFFECTIVE UTILIZATION OF THIS VOLUNTEER RESOURCE.

WHO

THIS ACTIVITY IS FOR USE WITH A GROUP OF LIBRARY MEDIA SPECIALISTS. (IT COULD BE USED WITH INDIVIDUAL LIBRARY MEDIA SPECIALISTS.) IT COULD BE USED WITH INDIVIDUAL LIBRARY MEDIA SPECIALISTS ON A CONSULTATIVE BASIS WITH THE TRAINER.

WHEN

THIS ACTIVITY CAN BE USED AS PART OF A WORKSHOP OR PART OF A PROFESSIONAL DAY PROGRAM. THE TIME NEEDED IS 1 TO 1½ HOURS.

WHERE

IF WORKING WITH A GROUP OF LIBRARY MEDIA SPECIALISTS ANY CONFERENCE ROOM LARGE ENOUGH TO ACCOMMODATE THE GROUP WILL BE APPROPRIATE OR IT COULD BE HELD IN THE LIBRARY MEDIA CENTER.

HOW

TURN THE PAGE 

ORGANIZATION AND ARRANGEMENT

VOLUNTEER AIDES

STUDENT

AIM

COLLECTION AND DEVELOPMENT OF IDEAS AND METHODS IN SELECTING, TRAINING, SUPERVISING AND UTILIZING STUDENT AIDES.

COOPERATIVE SOLUTION OF PROBLEMS ARISING FROM THE UTILIZATION OF STUDENT AIDES.

PURPOSE

INFORMATION
COOPERATION
SHARING
PROBLEM SOLVING

MATERIALS

HANDOUTS:

SAMPLE STUDENT AIDE HANDBOOKS A & B
SAMPLE LESSONS FOR STUDENT AIDES
OTHER AVAILABLE RESOURCES AS DESIRED
BUTCHER PAPER, FELT PENS AND MASKING TAPE

DIRECTIONS

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TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

This activity can be used in conjunction with the activity Volunteer Aides - Adult, the Organization activity, the Processing activity and/or the Circulation activity from the Organization and Arrangement of the Library Media Center Module.

The format for this activity is problem solving in groups. If working on a consultative basis, it will take the form of a conference allowing for sharing of information and giving of suggestions to assist with problem solving.

The key concept that should be emphasized is that of establishing written policy for the use of volunteer aides. This policy must have administrative approval at the building level. It is also helpful to have a written procedural manual for the student aides to facilitate training and increase effective performance. This is especially true because of the constant turnover of aides.

Divide the group into four subgroups appointing a discussion leader and reporter for each group. Give each group a large sheet of butcher paper and a felt pen to use for the recording of ideas generated from the group. Assign each group a topic and a list of discussion questions as follows:

Group #1 - Selection of Aides

1. Should an application form be used?
2. What type of qualifications should be set?
3. Should the library media specialist's approval be required?
4. Should they be selected on a trial basis?
5. What problems have been encountered in selecting aides?
6. What are some possible solutions for these problems?
7. How do you sell your administrator on the idea of using student aides?
8. How do you sell the students on the idea of becoming aides?

Group #2 - Training Aides

1. How much training time is needed?
2. Should aides receive regular instruction in Library Skills throughout the year?

3. What type of instruction is required?
4. What mode of instruction will be used? (Self-programmed, video-tape, slide presentation, group, individual, other.)
5. Is the use of student aides time effective?
6. What problems have been encountered in training aides?
7. What are some possible solutions to these problems?

Group #3 - Supervision of Aides

1. Who should supervise the aides?
2. How much supervision is required?
3. Should student aides be given grades? Why or why not?
4. How will the aides' work be evaluated? by whom?
5. How much supervision time will be required?
6. What are some problems arising from the supervision of aides?
7. What types of solutions to these problems are possible?

Group #4 - Utilization of Aides

1. Is a procedural handbook for student aides helpful? Why or why not?
2. What type of tasks and responsibilities can be handled by aides?
3. What type of scheduling of student aides is most effective?
4. How will the job assignments be handled?
5. What are some problems arising from utilizing student aides?
6. What are some possible solutions for these problems?
7. Is the utilization of aides time effective?

Suggest to the subgroups that their assignment is to go over the discussion questions and share ideas. They will have 15 minutes. Encourage them to explore new and innovative ideas. The recorder should list on the butcher paper in brief sentences or phrases the ideas stemming from the group discussion. Instruct them to use large writing.

When the time has expired, have the participants reconvene into the large group. The recorders are to tape their reports on the wall where they can be seen by all the participants. The recorder of each subgroup should report to the large group the ideas which their subgroup has generated. The phrases or sentences should be expanded upon and clarified. Ask for questions, suggestions or discussion at the end of each report.

End the session by summarizing the participants' ideas, giving any suggestions deemed necessary. Distribute the handouts: Sample Student Aide Handbooks and Sample Lessons for Student Aides explaining that these might be helpful as guides to what can be used with student aides. Ask for questions. Close the session.

STUDENT LIBRARY MEDIA AIDES HANDBOOK
FOR _____ SCHOOL

I. QUALIFICATIONS OF LIBRARY MEDIA AIDES:

1. Student aides must be in good standing with all teachers and the principal.
2. Students selected must show an interest in library work.
3. Students must be willing to come directly to the library media center from their preceding class and to attend all meetings for the library aides.
4. Student aides must be courteous at all times.
5. Student aides must be neat, dependable, and must be good citizens.
6. Student aides should serve at least a half year, unless the library media specialist finds they are not capable of holding the position.
7. Student aides receive one-half unit of credit for satisfactory work in the library media center (unless they have already received one-half unit for Library Science).
8. The Library Media Center's motto is SERVICE.

II. LIBRARY MEDIA CLUB:

All library media center aides must join the library media club and should attend all meetings to be held monthly. There may be a present, vice-president, secretary, treasurer, historian, and club delegate. Membership may be divided into committees, such as the following: Program, Social, and New Books. Membership dues are 50¢ per semester. Of this, 25¢ is for membership in the State Student Assistants Association; the other 25¢ is for Library Media Club. Library Media Club members may attend the State Convention in the Spring, and the District Meeting in the Fall.

III. GENERAL RULES:

1. As soon as you enter the library media center, check the duty pockets each Tuesday. Do not change jobs unless the library media specialist changes you. The duty pockets will be on the bulletin board in the workroom. Always check the bulletin board for announcements.
2. Know the duties of your job. Do your job well. Do only your job unless the library media specialist asks you to do something else. Don't try to do someone else's job.
3. If you do not know how to do a job, consult the handbook. If you are still unsure, ask the library media specialist.
4. DO NOT TAKE MONEY FOR A FINE UNLESS SPECIFICALLY TOLD TO DO SO BY THE LIBRARY MEDIA SPECIALIST. All overdues and finer will be handled by the library media center secretary.

ALWAYS LOOK YOUR BEST. Be neat and clean.

DO NOT chatter loudly. If you must talk, keep your voice low.

DO NOT wander around. Stay at your post of duty. If there is nothing to do at your job, do your homework or quietly read a book, magazine, or newspaper.

DO NOT check out your own library materials. Ask another aide to do so.

It is your job to set the example for behavior in the library media center. Be sure it is a GOOD example.

Report any behavior problems, or anyone defacing the library media center or library media center materials to the library media specialist.

Do your part to keep the library media center neat and in good order at all times.

Watch students leaving the library media center to see that no materials are taken without being checked out.

IV. HOUSEKEEPING RULES:

1. Before school: The student at the circulation desk should check for correct date on date due stamp.
2. Sixth hour: Aides will be responsible for straightening the workroom and properly arranging the magazines. They will care

for the new issues of periodicals and properly file back issues.

3. Each hour: Aides will also check tables for books and magazines left on the tables and reshelve them.

V. CHARGING BOOKS - CHECKING OUT:

1. Each student must have an I.D. card to check out a book.
2. Have the student checking out the book sign his name on the book card on the first empty line. This may be done at a table if the charge desk is crowded.
3. Borrower puts book card with name showing on the book pocket and takes it to the charge desk.
4. The aide on duty will check the book card to see that it matches the book. Do this by checking ACCESSION NUMBER and TITLE. The aide should also make sure that the signature on the book card matches the signature on the student's I.D. card.
5. The aide will then check the overdues to see if the student has an overdue book or owes a fine. If the student has an overdue book or owes a fine, send him to the library media center secretary. If not, the book may be checked out.
6. Stamp the book card and the date-due slip on the first empty square. (If the book card is full, clip a new card to the old one and have the borrower sign the new card. Place both cards on the library secretary's desk and she will fill in the correct information on the new card.)
7. Hand the book to the borrower. Place the book card in the slot of the charge desk. It will be filed later by the aide on check-in duty.
8. Books may be checked out only by library media center aides, library media specialist, or library media center secretary.
9. Reference books, some reserve books, and back issues of magazines are on overnight check-out. To check out a reference or reserve book, proceed as above except place the card behind the overnight marker. Magazine check-out will be explained later.

10. Remind the student to clock in and out at the time clock. When the student leaves the library media center, check his books to see that no book is carried out of the library media center without being properly stamped, or that no reference book or magazine goes out without being properly checked out.

VI. CHECKING-IN BOOKS:

1. At the beginning of the hour, a circulation count should be taken. Remember it is for the previous hour. (See VII)
2. After the circulation count is recorded, the aide on check-in duty is to file the book cards of all books checked out the hour before--from both desks--into the tray. The cards are to be filed numerically, due date first, then by accession number.
3. Collect all books from all the book returns. Stack by due dates--stacking all overdue books separately. Check-in the overdue books last, then place the overdue books and their matching book cards on the library media center secretary's desk.
4. When checking in the book, open the book to the pocket in front. Find the accession number of the book and the date due. Check under the due date cards for the card with that accession number. Accession numbers will be in numerical order. Then check the title of the book with the title of the card, making sure they are the same.
5. Stamp the book card with today's stamp and place the card in the book pocket, checking again to be sure it is the right card for that book.
6. Books will NOT BE RE-CHECKED. All books are due two weeks from the date they are checked out. They must be checked in and must be back on the shelf before they may be checked out again.
7. The sixth hour aide on check-in duty is to take the following day's overdue book cards to the library media center secretary. Also turn in the daily circulation slip to her.

8. As you check in books, see if any book needs repair. If it does, check in the book and then place it on the REPAIR SHELF in the workroom. Also check to see if the books need new cards. If so, pull the card, make a small tear at the top, and place them on the library media center secretary's desk. She will make the new cards.
9. Students who owe for lost or damaged books may not borrow additional books until lost or damaged ones are paid for.
10. Students with overdue books and fines may not check out additional books until overdue books are returned and/or fines paid.
11. The library media center aide on check-in duty will shelve the books that have been checked in.
12. It is the aide's responsibility to keep her files in order at all times.

CHARGE DESK I

The aide on duty here will take care of check-outs and check-ins from the vertical file and the college materials which can be checked out overnight. He/she will also check out books as needed.

First hour aides will check to see if there are any materials checked out the day before. Any unreturned materials must be reported to the secretary in the listening room. Take the information to her at the beginning of first hour. If students are late returning overnight material, have them take it to the secretary in the listening room. She will collect the fine.

VERTICAL FILE:

When students find material in the vertical file which they need to use in the library media center, have them check out the material by signing the form provided for vertical file check-out. When the material is returned at the end of the hour, the aide will initial the form in the space provided. This form will be continued from day to day.

If a student needs to use vertical file materials overnight, he/she will sign the same form. If he/she needs only a few of the items in the folder, list the numbers assigned to those items in the third column of

the form along with the other information for that space. Place his/her checked-out materials in a brown folder provided for this purpose, and hand it to him/her.

When the material is checked out for use overnight, ask for the student's I.D. card, and compare the signatures. Always, near the end of your hour on duty, notify the library media specialist or the teacher if the material has not been returned.

CHARGE DESK II

RESERVE BOOKS:

This desk will handle permanent and temporary reserve books. These books do not have the usual borrower's card in the pocket. Instead, they will have a long colored card for this purpose. Have the student sign the card, check his I.D. and his signature. Date the card with today's date, and write the number of the hour in the date column. We also need the homeroom teacher's name. Ask the student to use one of the two tables in the reference area when reading reserve books. Near the end of the hour, ask as these tables for the person named on the card, politely request the book, stamp it with the same day's date, and reshelve it in the proper area BEFORE YOU LEAVE. If the student cannot be located, report it to a library media specialist or secretary before you leave. Students may check out reserve books overnight, UNLESS his teacher insists that the book be used in the library media center only. These books should be included in the Reserve circulation count.

Books on temporary reserve will also have a long borrower's card. Students using these will generally come into the library media center with a class. They are expected to return these books at the end of the hour. If not, point them out to the library media specialist. If he/she is busy, point them out to the teacher and get the books back before the class leaves. Reshelve these books on the shelf labled with the teacher's name. Always stamp the long card when the book is returned, before reshelving it.

VII. SHELVING

1. The books on the shelving cart are to be shelved by the aide on check-in duty.

2. Nonfiction books are shelved by call number and then alphabetically by the author's last name. Biography is shelved by the last name of the biographee, alphabetically. Shelf the the Story Collection (SC) as you would the fiction, in the Story Collection section. If a book has an R above the call number, be sure you shelve it in the REFERENCE section. A piece of red tape at the top of a book indicates that it is a career book and should be shelved in the COLLEGE AND CAREER area. Yellow tape on the spine means it is a professional book and belongs in the PROFESSIONAL collection.
3. Arrange the books first on the cart, like you would on the shelf. This will make your job easier.
4. IMPORTANT! As you shelve each book, check to see that it has the proper book card in the pocket.
5. Place a book end at the end of each row of books to hold them upright. If the shelf is too full, the books must be shifted. Ask the library media specialist.
6. Place over-sized books flat on the bottom row of that shelf.
7. If you do not know where the book belongs, ask the library media specialist.

IX. INVENTORY

1. This is done only at the end of the year (sometimes at the beginning) under the supervision of the library media specialist.
2. To take inventory, books on the shelves are compared with the Shelf List. The Shelf List is a card file of books in the the library media center, arranged in the same way as the shelves are arranged.
3. The library media specialist will give special direction for taking inventory.

X. EXTRA:

1. The aide on EXTRA duty is responsible for the AV room. (Details will be given as needed.) The extra will also assist the library media specialist when and where needed.

XI. LISTENING ROOM:

1. An aide will be assigned to the listening room at a later date. Details will be given as needed at the proper time.

XII. FLOOR DUTY - ALL AIDES:

1. Watch for anyone writing on tables, books, etc. Report any trouble to the library media specialist.
2. REFERENCE books are to go out of the library media center only at the sixth hour, unless you check with the library media specialist. Only teachers may check out Reference books for their own use during any hour.
3. When the students leave at the end of the hour, put chairs back and shelve the Reference books left on the tables. Leave the room in good order.
4. The appearance of the room is your responsibility.
5. SMILE!!

XIII. MAGAZINES:

1. The magazine room aide will place the new magazines on the shelves and arrange the magazine shelves. These must be kept neat and up-to-date.
2. The magazines are stamped neatly with the library media center stamp, on the cover at the bottom (or another place on the cover if stamp cannot be seen at the bottom), and on an inside page at the bottom. The tape and date should be properly placed.
3. Take the magazine to the magazine rack. If the last issue is in a folder, remove it and place the new issue in. If it is not in a folder, just take the old issue off the rack and place the new issue on the rack. Take the old issues, mark with proper colored tape, and place them in the old issue file box of that particular magazine, IN PROPER ORDER! If a new file box is needed for that magazine, inform the library media center secretary.
4. The magazine aide is in charge of the magazine room. It MUST be kept in good order. The aide should stay in the magazine room during his/her duty.

Magazine Request Slips

1. If a student needs a back issue of a magazine, he/she will fill out a magazine request slip and hand it to the aide at the magazine room door. Be certain it is completely filled in.
2. Look in the files for the back issue desired. Find the correct magazine. Hand the student the magazine and you keep the slip until the magazine is returned.
3. When the magazine is returned, place it in the proper file and place the slip in the dead file--mark it "IN". If at the end of the hour you have slips left for unreturned magazines, place the slips in the unreturned file.

XIV. PROCESSING:

1. Opening the book:
Hold the book with its back on the table.
Press the front cover down until it touches the table.
Press the back cover down until it touches the table while holding the leaves upright.
Press open a few pages at the front and then the back until all have been done.
2. Ownership stamp:
Stamp the title page, using the school library media center stamp, center bottom.
Stamp an inner page in the first half of the book, center bottom.
Stamp the side edges and top edges of the book. Hold the book shut tight with hand and press the stamp on carefully, rolling it slowly.
3. Book Pockets:
Paste the book pocket on the first right hand page of the book unless there is writing on it. Then use the back of the first page or cover.
4. Date Due Slips:
Paste the date-due slip above the book pocket, and insert the end of the slip in the pocket.
5. Reference Books:
Paste a REFERENCE sticker on all Reference books.

XV. HELPING OTHERS LOCATE MATERIALS AND BOOKS:

1. Does the student want just a good story book? Take him to the section of the shelves marked F. If he asks for help in choosing a book, point out the ones you have liked or that other students have liked, or ask the library media specialist for help.
2. Does he/she want a book about one special subject--such as dogs or horses? Take him to the card catalog and show him how to find a subject card. After he/she has selected a title from the cards, help him locate the book on the shelf.
3. Does the student want a particular book or one by a certain author? Show him/her how to use the card catalog (title or author card) and show him/her how to locate the book on the shelf.
4. Does he/she want to find facts about a person or place--a thing or event? Show him/her to an encyclopedia; suggest that he/she look in all sets of encyclopedias for various facts and pictures about his/her subject.
5. Is he/she trying to locate a place? Take him/her to the atlas--point out the use of the index, and show him/her how to locate the right map. He/she may need help in using the map.
6. Does the student want current material on a certain subject? Take him/her to the Reader's Guide and show him/her how to use it.
7. Does the student want the back issue of a magazine? Show him/her how to fill out a magazine request slip.
8. Remember, if you need help, call the library media specialist.

THINGS TO REMEMBER

IMPORTANT!!!

When a student comes to the desk to check out a book, be sure his/her name is clearly written on the book card so that it can be ready by anyone. If not, have him erase it and write it again. Don't forget to check his/her I.D. card and his/her signature.

Be sure when you use the date stamp that you stamp clearly. This is important. Do not skip any spaces on the date due slip or skip over to another column.

Hold the stamp with the thumb on the flat side. When you lay the stamp down, do NOT lay it down on the ink pad. Be sure the student signs his/her name on the very next empty space on the book card and do not let him/her use the back side of the card until all the front side has been used.

Be sure that no student leaves with an unstamped book. Take your time and do your job right.

It is your job to see that no one plays with the stamps. Do not play with them yourself.

Your grades will be based mostly upon how thoroughly you handle your work assignments in the library. Your loyalty is one of the most important factors in your Library Science class. We must be able to count on your honesty in dealing with other students. We know it is hard to refuse a friend who does not want to pay a fine, but we expect you never to make exceptions to library media center policy. If anyone has a legitimate reason for being late with a book, take him to a library media specialist. We will try to help.

You have been highly recommended and have been carefully selected to work in the library media center, by the counselor and the library media

specialist. Make yourself worthy of your position and enjoy your job!

VOCABULARY:

These are terms which the library media center aide should know. Be sure you know their meaning.

Shelf List	Subject card	Plastic jacket
Call number	Book card	Magazine file
Accession number	Active file	Teacher's file
Spine	Overdue	Circulation desk
Title page	Fine	Check-in desk
Verso	Reference	Charge Desk
Story Collection or SC	Fiction	Magazine request slip
Taking inventory	Nonfiction	Date stamp
Discard	Biography	Back issues
Card catalog	Professional	Shelving
Title card	Book jacket	Shelf-reading
Author card		

CHECKING OUT TO TEACHERS:

When a teacher checks out books or encyclopedias, have him/her take the book to the library secretary. He/she will keep all book cards, and will check in books from teachers when they are returned.

THE CARD CATALOG:

The card catalog will help you find a book through the author, title, or subject. The author card is the main card. The author's card has the author's name on the top line.

Example: Alcott, Louisa May
 Little Women

The title card has the title on the first line.

Example: Little Women
 Alcott, Louisa May
 Little Women

The subject card has the subject on the first line in capital letters.

Example: GIRLS STORIES
 Alcott, Louisa May
 Little Women

The call number is shown on the left-hand side of all the cards.

Example: F
 ALC

The call number finds the book for you on the shelf. The top line tells you if it is fiction (F or nothing at all); Biography (92); Story Collection (SC); or Nonfiction (numbers 931.2 or 319.5, etc.)

The bottom line tells you where on the shelf the book is located. ^F G will be with the rest of the G's on the fiction shelf. Fiction is placed on the shelf alphabetically by the last name of the author. If there is no call number on the book, it is a fiction book. Biographies are shelved alphabetically by the last name of the person that is the biographee. SC is fiction, only there is more than one story in that book. It is a collection of several stories on the same subject or by the same author.

The shelves are marked as to what type of books are on that shelf.

The call number is found on the spine of the book, on the left-hand side of the book pocket and the book card, and on the left-hand side of the cards in the card catalog. It is a location number to tell you where to find the book on the shelf.

The accession number can be found on the right-hand side of the book pocket and book cards, and on the shelf list card. This is an identification number and helps to identify the book. Each book is given a number by the library media specialist when they are bought. No two books have the same number, even though they may be copies of the same book. The accession numbers on all these places must match in order to belong together. If the title of a book and the title of the book card match, but the accession numbers are different, these do not belong together.

The shelf list is for the library media specialist's use only. It looks like the card catalog, but it has only one card for each book (an author card). This card shows the accession number and the number of copies of each book, how much the book costs, and if any of the copies are lost, stolen or discarded.

The shelf list cards are arranged in the same order as the books are on the shelf and are separated as to SC, Fiction, Nonfiction, Biography, Reference, or Professional

The shelf list is a record of the books the center owns and can be used for taking inventory, (checking the shelves against the shelf list to see if any books are lost or stolen).

LIBRARY MEDIA CENTER AIDES
HANDBOOK

GENERAL INSTRUCTIONS

1. Report to Mrs. H. to be counted present.
2. CHARGE DESK & MAGAZINE ROOM AIDES report to duty.
3. SPECIAL AIDES straighten library chairs. Check books left on tables to be sure charge cards are in them and return to desk for reshelving. Place books in proper order for shelving. Do not leave on counter.
4. Return magazines to shelves or magazine room. Place magazines in tray on magazine counter.
5. SPECIAL AIDES will report and stay in the Career Center until assigned tasks for the day. If the assigned tasks are away from the Career Center they should return to the Career Center after completing the job.
6. ALL AIDES will do no excessive visiting. When they do talk they will keep their voices lowered.
7. EACH AIDE is assigned a set of shelves. The aide will daily shelve all books on this set of shelves, and will keep the books (or magazines) in their proper order.
8. DO NOT sit at the secretaries' or the library media specialist's desks.
9. DO NOT ask to use the library media center phones. Use the phone in the office for emergency calls.
10. Grades will be given by Mrs. D. for shelf reading, attitude, accomplishment on the job, and tests. Input on these grades will be given by Mrs. M., Mrs. N., and Mrs. H.

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CHARGE DESK AIDE

1. After reporting to Mrs. H. immediately upon arriving each day, the aide assigned to the charge desk should go directly to the charge desk and remain behind the charge desk. Leave only to shelve books, being certain that the desk is covered by someone else before leaving.
2. This aide will report to Mrs. N. while on duty.
3. Check out books to students as instructed--carefully checking I.D.'s. Refer teachers to Mrs. N. to check out their books, and to Mrs. A. to check out their audiovisuals.
4. De-sensitize all books checked out.
5. Stamp due date carefully holding stamp with thumb on the flat side and skipping no spaces. Do not lay the stamp on the open stamp pad. Place it beside the pad.
6. Check for books checked out by students who are withdrawing from school. When finished give withdrawal slip to Mrs. N.
7. Check books in, including books from drops.
8. This includes placing the correct card in the pocket and sensitizing the book.
9. Place these books on the reshelving cart in general Dewey Decimal order (nonfiction) or alphabetical order (fiction). (This is all the 100's together, 200's together, A's together, etc.) DO NOT LEAVE BOOKS ON THE CHARGE DESK!
10. The Charge Desk is also the Information Desk--know to whom to refer all questions.
11. Be alert and friendly, SMILE to all who come into and leave the library media center.
12. Sixth hour aide will make a book count for the day and give it to Mrs. N.

MAGAZINE ROOM AIDE

1. After reporting to Mrs. H., go to the Magazine Room and remain behind the magazine counter during the hour.
2. While on duty, the magazine aide will be supervised by Mrs. M. and Mrs. N.
3. Place slips for these magazine slips in box provided for this purpose. If slips are left over after checking magazines in, check first to be sure the magazines have not already been shelved, then give remaining slips to Mrs. N.
4. First, check in any magazines placed in the tray on top of the counter. Next, shelve tray UNDER the counter. These should include any magazines that you have checked in.
5. Check the section of magazines storage, that has been assigned to you, to be certain magazines are in correct order.
6. Straighten the table holding the Reader's Guide.
7. Assist students in using the Reader's Guide and filling out the periodical request slips. Be certain you understand how to use the Reader's Guide.
8. Work as quickly as possible to fill requests for magazines. Notify Mrs. N. or Mrs. M. if you need help.
9. Be certain that magazine request slips are filled out clearly and completely. Be certain that a slip is filled out for every magazine a student wants to check out. Remind students to return magazine at the end of the hour.
10. Periodicals can be checked out overnight when it is the student's last hour in school. Mark the slip ON (for overnight) and place on overnight spindle.
11. A current issue of the Daily Oklahoman and Oklahoma Journal will be kept behind the magazine desk. Be certain that anyone using these copies signs out for them.
12. Be certain that newspapers are kept in the correct stacks under the counter.
13. Keep the Magazine Room neat and clean. Watch for students who might be taking magazines (or parts of them).

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14. Do not allow any students into the Magazine Room.
15. Please do not use the door in the Magazine Room. Always exit through main entrance.
16. Teachers may check out magazines for as long as needed. Teachers must sign out for all magazines and newspapers.
17. Each aide each hour will be assigned a special duty to perform while on Magazine Room duty. Please be certain your responsibility is taken care of promptly and accurately.

FIRST HOUR AIDE: Check in all magazines and shelve. Check in all vertical file material and place on top of vertical file for filing. Check remaining overnight slips to be certain that magazines and vertical file material have not already been shelved. Give remaining slips to Mrs. N.

SECOND HOUR AIDE: Place all vertical file envelopes and materials found on top of vertical files in the correct drawer. Be certain vertical file is in order.

THIRD HOUR AIDE: Check-in all magazines and newspapers except Oklahoman and Journal with ownership stamp. If periodicals are to go to certain teachers, attach note accordingly.

FOURTH HOUR AIDE: Tape and mark all periodicals. Place magazines marked for certain teachers in their mailboxes. Give magazines for Mrs. M. and Mrs. D. to them.

FIFTH HOUR AIDE: Place new magazines in plastic binders and place in correct place on stand. Place old copies in To be shelved box under counter.

SIXTH HOUR AIDE: Count and tally slips of magazines checked out that day.

SPECIAL AIDE

1. Special aides are now stationed in the Career Center. Check in first with Mrs. H. These aides are to report to Mrs. D. and Mrs. H.
2. Check all book drops (3) and place all returned books on the charge desk to be checked in by the Charge Desk Aide.
3. Pick up magazines, newspaper, and books off the tables. Shelf the magazines in their proper place and place the books on the charge desk to be reshelfed by the aide responsible.
4. File cards in card catalog as needed.
5. Help process books as needed.
6. Perform other duties as instructed.
7. FIRST HOUR AIDE--Find daily newspapers, check them in, place on shelf, place yesterday's paper on file shelf.
8. FIRST HOUR AIDE--Uncover audiovisual equipment in the Career Center.
9. FOURTH HOUR AIDE--Check newspapers of previous day, clip all items concerning the school and its students and staff; place these clippings, dated, in a scrapbook.
10. SIXTH HOUR AIDE--Before leaving be certain that current magazines are in the proper order, on the current magazine rack.
11. SIXTH HOUR AIDE--Cover audiovisual equipment in the Career Center before leaving.

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A STORY ABOUT THE DEWEY DECIMAL
SYSTEM OF CLASSIFICATION

SOME YEARS AGO MR. MELVIL DEWEY DEvised A SYSTEM OF CLASSIFYING BOOKS WHICH IS USED IN MANY LIBRARIES. HE CHOSE CERTAIN MAIN SUBJECTS AND NUMBERS, SO THAT ALL NONFICTION BOOKS ON THE SAME SUBJECT WOULD BE TOGETHER ON THE SHELF. HE CHOSE THESE SUBJECTS BY IMAGINING HIMSELF TO BE A PREHISTORIC OR PRIMITIVE MAN. HE ASKED HIMSELF QUESTIONS HE THOUGHT SUCH A MAN WOULD HAVE ASKED. (THIS STORY IS TAKEN FROM A LEAFLET USED IN THE LOS ANGELES COUNTY PUBLIC LIBRARY.)

- 100 WHO AM I? PHILOSOPHY AND PSYCHOLOGY (MAN THINKS ABOUT HIMSELF)
- 200 WHO MADE THE RELIGION (MAN THINKS ABOUT GOD)
- 300 WHO IS THE MAN IN THE NEXT CAVE? SOCIAL SCIENCES
(MAN THINKS ABOUT OTHER PEOPLE)
- 400 HOW CAN I MAKE THAT MAN UNDERSTAND ME? PHILOLOGY (LANGUAGE)
(MAN LEARNS TO COMMUNICATE WITH OTHERS THROUGH WORDS)
- 500 HOW CAN I UNDERSTAND NATURE AND THE WORLD ABOUT ME?
SCIENCE (MAN LEARNS TO UNDERSTAND NATURE ON THE LAND,
IN THE SEA AND IN THE SKY.)
- 600 HOW CAN I SEE WHAT I KNOW ABOUT NATURE? APPLIED SCIENCE
AND USEFUL ARTS (PRIMITIVE MAN LEARNED ABOUT FIRE AND
HOW TO MAKE WEAPONS. MEN THROUGH THE
AGES LEARNED ABOUT THE WHEEL, ABOUT MEDI-
CINE, PLANTING CROPS, COOKING FOOD, BUILD-
ING BRIDGES, AND HOW TO MAKE ALL THE
THINGS WE USE.)

- 700 HOW CAN I ENJOY MY LEISURE TIME? FINE ARTS AND RECREATION
(BY THIS TIME, PRIMITIVE MAN HAD MORE TIME TO DO THE THINGS
HE ENJOYED. HE LEARNED HOW TO PAINT PICTURES AND TO CREATE
MUSIC. HE ALSO LEARNED HOW TO DANCE AND TO PLAY GAMES.)
- 800 HOW CAN I GIVE TO MY CHILDREN A RECORD OF MAN'S HEROIC DEEDS?
LITERATURE (MAN BECAME A STORYTELLER, HE CREATED SONGS
FABLES, EPICS, POETRY AND PLAYS ABOUT HIS
ANCESTORS AND THE PEOPLE HE KNEW, LATER MAN
PUT THESE INTO WRITING FOR ALL PEOPLE TO READ.)
- 900 HOW CAN I LEAVE A RECORD FOR MANKIND OF THE FUTURE?
HISTORY GEOGRAPHY BIOGRAPHY (SO MAN BEGAN TO UNDERSTAND
EVENTS THAT HAD OCCURRED
EVERYWHERE, AND ABOUT PEOPLE
WHO HAD PARTICIPATED IN
THESE EVENTS.)
- 000 GENERAL WORKS THE NUMBERS UP TO 100 ARE USED FOR BIBLIOG-
RAPHIES, BOOKS ABOUT BOOKS, AND FOR BOOKS WHICH CONTAIN
INFORMATION ON MANY SUBJECTS SUCH AS ENCYCLOPEDIAS AND
OTHER REFERENCE WORKS.

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THE NUMERICAL ORDER OF THE DEWEY DECIMAL SYSTEM

Books are arranged on the shelf according to the Dewey Decimal Classification. This system uses exactly what it says--the decimal. This term, taken from arithmetic, refers to units of tens in which numbers to the right of the decimal point become fractions. One place after the decimal is the "tenths" place, two places after the decimal is the "hundredths" place, three places after the decimal is the "thousandths" place, and so on. Therefore,

508.3 would be 508 $\frac{3}{10}$

508.27 would be 508 $\frac{27}{100}$

508.352 would be 508 $\frac{352}{1000}$

If we think of these all in terms of being thousandths, we would have:

508 $\frac{300}{1000}$

508 $\frac{270}{1000}$

508 $\frac{352}{1000}$

If we put these in order from the smallest to the largest we would have:

508 $\frac{270}{1000}$

508 $\frac{300}{1000}$

508 $\frac{352}{1000}$

If we reduce these numbers back to the original ones, the order in which they would be found on the shelves would be:

508.27

508.3

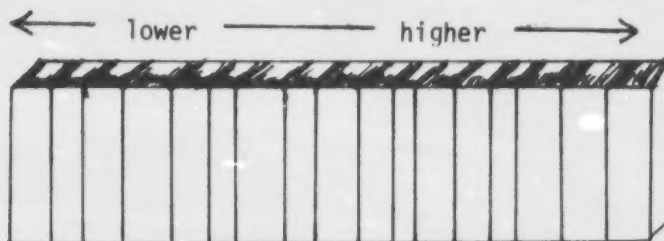
508.352

Now, let's look at 312.4 and 312.14. The number 4 looks smaller than 14, but remember, in decimals, this is not correct. To help decide the correct order, write 312.4 with as many digits as 312.14. Doing this, we have 312.40 and 312.14. Written as fractions; 312 $\frac{40}{100}$ and 312 $\frac{14}{100}$. The number 14 is smaller than 40, so the correct order would be

312.14

312.4

All of these numbers allow the books to be put in a particular order on the shelf for ease in locating them. On the shelves, books begin on the left and become higher as one moves to the right.

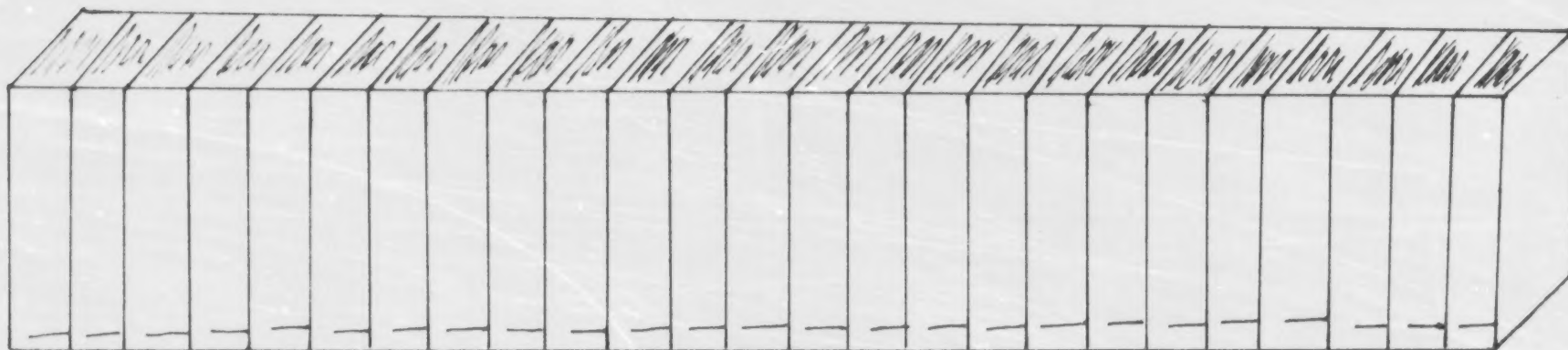


Therefore, in arranging books on the shelf, one must

- (1) Convert the numbers so they have the same number of digits.
- (2) Think of them in terms of the fractions they represent.
- (3) Compare the fractional numbers.
- (4) Determine which number is the smallest and which is the largest, and
- (5) Arrange the books on the shelf from the smallest to the largest (left to right).

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Place the number corresponding to the Dewey number in the blanks
on the "spines" of the books in the correct order in which they would be found on
the shelves.



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- | | | | |
|-----------|-------------|-------------|-------------|
| 1. 304.6 | 8. 303.26 | 14. 303.21 | 20. 310.83 |
| 2. 307.62 | 9. 302.9 | 15. 306.349 | 21. 311.6 |
| 3. 301.3 | 10. 308.4 | 16. 311.5 | 22. 307.866 |
| 4. 311.52 | 11. 311.532 | 17. 306.3 | 23. 302.6 |
| 5. 308.6 | 12. 306.34 | 18. 301.5 | 24. 304.258 |
| 6. 305.41 | 13. 308.72 | 19. 304.6 | 25. 306.348 |
| 7. 301.8 | | | |

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NAME _____ HOUR _____

CLASSIFICATION SYSTEMS

Fill in the Blanks:

1. The two classes of books in the library are: A _____
and B _____. Choose two - (1) Poetry (2) Fiction
(3) Careers (4) Professional (5) Nonfiction
2. Each of these classes is arranged differently on the shelves. How
is each arranged? A _____ B _____
Choose two - (1) Horizontally (2) By Title (3) Alphabetically by
Author (4) By Subject (5) By Color
3. The name of the system which classifies nonfiction books is the
_____.
4. This system classifies books according to _____.
5. The call number of a nonfiction book consists of the _____
number and the initial of the _____.
6. Biographies and autobiographies have the classification number of
_____. Choose one - (a) 320 (b) 620 (c) 720 (d) 92
7. The initial under the classification number for biography is not that
of the author but that of _____.
8. Collective biography is classified under the number _____.
Choose one - (a) 420 (b) 520 (c) 820 (d) 920.

9. Match the following by placing the appropriate letter next to the corresponding numbers.

000's _____
100's _____
200's _____
300's _____
400's _____
500's _____
600's _____
700's _____
800's _____
900's _____

A. Science
B. History, Geography, Biography
C. Applied Science & Useful Arts
D. Literature
E. Religion
F. Fine Arts & Recreation
G. Philosophy & Psychology
H. Language
I. Social Sciences
J. General Works

10. Match the following names with the corresponding date by placing the appropriate number in the appropriate blank:

A. Gutenberg _____
B. Melvil Dewey _____
C. Ninevah _____

1. 1876 A.D.
2. 700 B.C.
3. 1450 A.D.

FACT SHEET ON THE BOOK

Dust jackets are designed to protect the book and to help sell it. The front flap of the jacket usually describes the book in a way that will attract readers. The back of the jacket and the back flap usually will contain a picture and a short biography of the author and reviews or descriptions of similar books.

The title page shows the full title of the book, including subtitle, if there is one. The subtitle is the explanatory part of the title. The author's name usually is next, followed by the names of all the others who have contributed to the book. The other contributors may be the illustrator, or an editor, or compiler. At the bottom of the page facts of publication are given. These include the name of the publisher, place of publication, and usually a date.

On the Verso page (back of the title page) the copyright date can be found. Books published after 15 Sept. 1955 have the symbol c which protects the copyright holder internationally.

The preface usually follows the title page. It is generally brief and is a statement of the author's reasons for writing the book. The preface may be called the introduction, the foreword, or acknowledgements. In it the author thanks those who helped him/her.

The table of contents is an outline of the book. The subject matter is divided into chapters and the page numbers are given.

The body or text of the book comes next. Roman numerals are used for pages preceding the body. Arabic numerals are used for the text itself.

After the body or text of the book will be found the appendix. It usually contains texts of documents or statistical data.

The bibliography or list of sources used in writing the book usually follows the appendix.

If a book contains a number of foreign or technical words, a glossary explaining them is often included.

Many authors add a special section before the appendix called Notes. This section usually incorporates the bibliography and footnotes.

One of the most useful parts of a book is the index. It is an alphabetical list of all topics, people and places mentioned in the book. A good index will not only give the pages where important information can be found, but will indicate subdivision of the subject.

A "See" reference directs the reader from a known word to another word of like meaning where he/she will find a page reference. A "See also" reference directs the reader to other related topics.

A collection of poetry generally has three indices--an alphabetical list of authors whose work has been included, an alphabetical list of titles of poems, and an alphabetical index of first lines. Entries will be found under the articles of "a", "an", and "the".

There is a special type of index called a concordance, which shows the use in context of all important words in a book. This type of index enables the user to find a particular passage even though he/she may know only one important word in it.

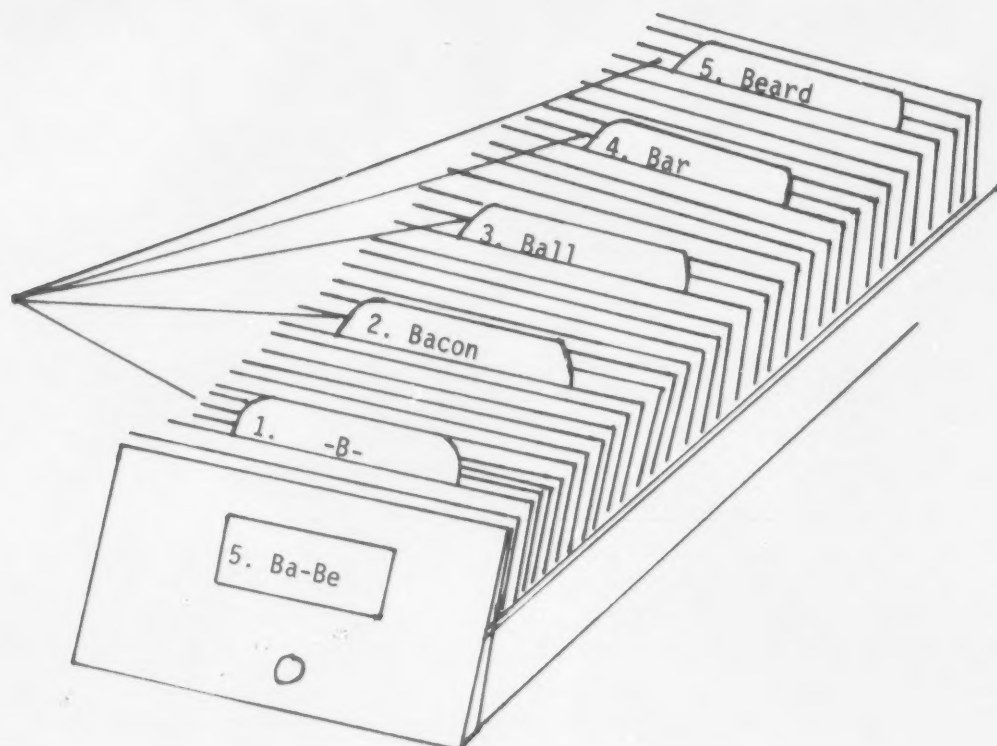
NAME _____ HOUR _____

EXAM ON THE BOOK

1. The copyright date can be found on the back of the title page or the _____ page.
2. A statement of the author's reasons for writing a book is called the _____.
3. The _____ contains texts of documents or statistical data.
4. The _____ or list of sources is used in writing a book.
5. A _____ is often used to explain foreign or technical words used in a book.
6. An alphabetical list of all topics, people, and places mentioned in a book is called an _____.
7. A special type of index which shows the use in context of all important words in a book is called a _____.
8. An explanatory part of a title is called a _____.
9. A contributor to a book may be an _____ editor, or compiler.
10. The text of the book is sometimes called the _____ of the book.

475

GUIDE CARDS:



CARD CATALOG:

1 A	5 D	9 J-K	13 P-R	17 W-Z	21 A-C Subject
2 B-Bi	6 E-F	10 L	14 S-Sk	18	22 D-I Subject
3 Bo-By	7 G	11 M	15 Sl-Sy	19 REF.	23 J-P Subject
4 C	8 H-I	12 N-O	16 T-V	20	24 Q-Z Subject

1.

This is a lesson to help you learn WHAT the CARD CATALOG is, WHY it is used, and HOW it is used. When you complete this lesson you should be able to find any book in the LIBRARY. Follow instructions carefully. Each paragraph is numbered. Use the cover sheet. The paragraph you are reading should show through the window in the sheet. Go on to the next paragraph only after you have completed the one you are working on.

2.

Since the library is full of books, we need an easy way to find the one special book we may be wanting. To find this special book, we must learn to use a helper. This helper is called the CARD CATALOG. The CARD CATALOG is a cabinet with many drawers. In these drawers are cards. (See diagram of CARD CATALOG on page 453.)

3.

To find a special book in the library we will look in the _____

4.

The correct answer is the CARD CATALOG. If you gave the right answer go on. If you have a different answer, go back to Paragraph 2 and read it before going on.

5.

The card catalog lists all of the books in the library on cards. These cards are in alphabetical order Oh! HELP! Someone dropped the drawer which contains all the cards which start with the letter "B". The cards fell out all over the floor and are in a jumble. Put the cards back in order. Write the letters on the cards in alphabetical order below.

Bi Ba By Bum Bo Bu Bod
Be

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

6.

The correct answers are:

1. Ba 2. Be 3. Bi 4. Bo 5. Bod 6. Bu 7. Bum 8. by

7.

To help find a card more easily, a note on the front of each drawer tells us what cards are in the drawer. You will see that the "A" cards are in drawer 1, the "B" cards are in drawers 2 and 3, and "Z" cards are in drawer 17. (See diagram of CARD CATALOG on page 453.)

8.

Look at the drawing of the card catalog. The name of a book starting with the letter "L" would be found in drawer number _____. (See diagram of CARD CATALOG on page 453.)

9.

In the drawer numbered 10 you will find cards starting with the letter "L". Did you get the correct answer? You will find two different kinds of books in the library. They are FICTION and NONFICTION. FICTION books are made-up stories. NONFICTION books are true books.

10.

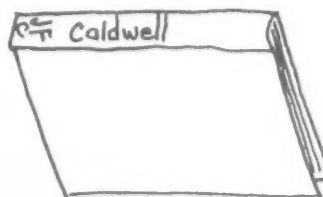
You know by now that two different kinds of books in the library are _____ and _____.

11.

If you said FICTION and NONFICTION you are correct.

12.

You will recognize the different books because of the information on the SPINE of the book. Look at the drawing of a book to see where the SPINE is located.



13.

What is written on the spine of this book? _____

14.

The spine of the book above says CALDWELL, JF and C.

15.

The FICTION book will show F for FICTION and JF for JUNIOR FICTION on the SPINE of the book. FICTION BOOKS are arranged on the shelves alphabetically by the last name of the author.

16.

The letters __ on the spine of a book tell us the book is JUNIOR FICTION.

17.

The letters which tell us a book is JUNIOR FICTION ARE JF. The catalog card for a fiction book also has the letters JF on it in the upper left-hand corner.

JF Haywood, Carolyn, 1898 -
Annie Pat and Eddie
Harcourt, c. 1939
ills.

18.

Circle one: These books are: FICTION NONFICTION

479

19.

The preceding books were FICTION. The NONFICTION book will have a number on its spine and in the upper left-hand corner of the card. These books are arranged on the shelves in order, by the numbers.

20.

A NUMBER on the SPINE of a book tell us the book is

FICTION

NONFICTION (circle one)

21.

A number on the spine of a book tells us the book is NONFICTION. The catalog card for a NONFICTION book also has these numbers on it in the upper left-hand corner.

621 Blackwood, Paul Everett, 1913 -
B Push and pull
 The story of energy.
 Illus. by Wm. D. Yates
 Rev.

22.

Circle one: These books are:

FICTION

NONFICTION

23.

The books above are NONFICTION. The card below is: (circle one):

FICTION

NONFICTION

590.744 Perry, John 1914 -
 Zoos. Illus. with photos.
 F. Watts. c. 1971
 86 p. Illus. - A First Book

24.

The catalog card in paragraph 23 is NONFICTION. The catalog card below is: (circle one)

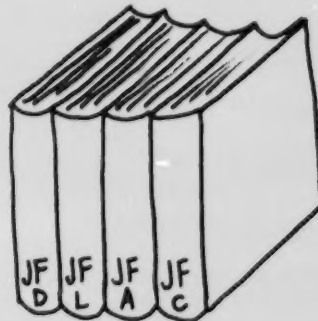
FICTION

NONFICTION

JF Cleary, Beverly
C Henry and the paper route
Morrow. c. 1957
192 p.

25.

The catalog card just above is FICTION. Rearrange these books so that they are in alphabetical order. Do this by numbering the book that should come first "1", the second book "2", etc.



26.

The books should be numbered as follows: _____

491

27.

Fiction books are arranged differently than NONFICTION. Arrange the NONFICTION books below in the proper order by numbering them.



28.

The Nonfiction books should be arranged in the following way:

29.

In each drawer are alphabetical GUIDE CARDS to help you find the book cards even more easily. The GUIDE CARDS are taller than the other cards. Letters of the alphabet are printed on these GUIDE CARDS. What are the letters on the GUIDE CARDS in the following drawers from the card catalog?

9 14 15 16 17

30.

If you said the letters on the GUIDE CARDS are J-K, S-Sk, Sl-Sy, T-U-V, W-XYZ, you are correct. All cards starting with the letters of the alphabet that are included on the GUIDE CARDS are filed right behind the GUIDE CARDS. A card starting with the letters "Be" would be found behind GUIDE CARD _____.

31.

If you said that the card starting with "Be" would be found behind GUIDE CARD "Ba-Bg" you were right.

32.

For each book in the library there are THREE different cards in the card catalog. These cards help us find the book in THREE DIFFERENT WAYS. One card helps us find the book if we know who wrote it. A person who writes books is called an AUTHOR. The TOP LINE on this card tells us who the author is.

JF Henry, Marguerite, 1902 -
 Stormy, Mist's Foal
 Illus. by Wesley Dennis.

33.

Who is the author of the book, The Tough Winter?

JF Lawson, Robert.
 The tough winter.
 Viking, c. 1954

34.

The author of The Tough Winter is Robert Lawson. The card in the last paragraph was an AUTHOR CARD. The second kind of card which helps us find a book is called a TITLE CARD. The name of a book is called the TITLE. On this kind of card the TITLE is on the top line.

 Stormy, Misty's Foal
JF Henry, Marquerite
 Stormy, Misty's Foal
 Illus. by Wesley Dennis

493

35.

What is the TITLE of the book by Dorothy Edwards Shuttlesworth? Underline the TITLE.

636.9 Gerbils and other small pets
 Sh Shuttlesworth, Dorothy Edwards, 1907
 Gerbils and other small pets.
 Dutton. c. 1970.
 130 p. illus.

36.

The TITLE of the book by Dorothy Edwards Shuttlesworth is Gerbils and Other Small Pets. The third kind of card which helps us find a book is helpful if we know what the book is about. This is the SUBJECT CARD. On this kind of card the SUBJECT is on the top lines.

HORSES
JF Henry, Marquerite, 1902 -
 Stormy, Mist's Foal
 Illus. by Wesley Dennis.

37.

What is the subject of the book by Ravielli, Anthony? Underline the subject.

DINOSAURS
568.1 Ravielli, Anthony
 R The rise and fall of the dinosaurs.
 Parents Magazine Press. c. 1967.

38.

The SUBJECT of Anthony Ravielli's book, The Rise and Fall of the Dinosaurs, is DINOSAURS.

39.

What is the subject of the following book? Underline the subject.

FAIRIES

398
L

Lang, Andrew. 1844 - 1912, ed.

Blue fairy book, illus. by Ben Kutchmer;
with a foreword, by M. G. Davis. Longmere,
c. 1888

372 p. illus.

40.

Underline the name of the AUTHOR of this book.

JF
L

Lenski, Lois, 1893 -

A-Going to the westward.

Lippincott, c. 1937.

368 p. illus.

41.

The AUTHOR of A-Going to the Westward is Lois Lenski. What kind of card is the following card. Circle one:

AUTHOR

TITLE

SUBJECT

JF

Mary Poppins Comes Back

Travers, Pamela L. 1905 -

Mary Poppins; Cand Mary Poppins Comes Back

Illus. by Mary Shepard. Harcourt c. 1963.

350 p. illus.

495

462

42.

The preceding card was a TITLE card.

43.

What kind of card is the following? Circle one:

AUTHOR

TITLE

SUBJECT

	BASEBALL
796.357	Diclemente, Frank.
D	Creative educational society
	c. 1962 256 p. Illus.

44.

The card above is a SUBJECT CARD. Now circle the answer that tells what the next card is.

AUTHOR

TITLE

SUBJECT

JF	Carroll, Lewis, 1832 - 1898. Pseud.
C	Alice's adventures in wonderland.
	with the John Tonniel illustrations
	colored by Fritz Kredel.
	Random
	c. 1946 150 p. Illus.

45.

The above card is an AUTHOR CARD. The TITLE CARDS and the AUTHOR CARDS are often filed together in alphabetical order. The SUBJECT CARDS are sometimes filed separately.

46.

The AUTHOR and _____ cards are filed together.
The _____ cards are sometimes filed separately.

CARD CATALOG

1. To find a special book in the library we look in a large cabinet with drawers. It is called the C _____.
2. The cards in the drawers are arranged in a certain order. This kind of order is called A _____ order.
3. Taller cards which have letters of the alphabet on them to help us find a special card more easily are G _____ C _____.
4. The three different kinds of cards in the Card Catalog are A _____ Cards, T _____ Cards, and S _____ Cards.
5. The top line of this card tells us the name of the _____.

JF	Nash, Mary
N	Mrs. Coverlet's Magicians, with drawings by Garrett Price Little, c. 1961 illus.

6. The top line of this card tell us the _____.

821	Now We Are Six
M	Milne, Alan Alexander, 1882-1936 Now we are six: With decorations by E. H. Shepard Dutton, c. 1927 103 p. illus.

7. The top line of the next card tell us the _____ of the book.

369.43	CANOEING.
B	Boy Scouts of America Canoeing. New Brunswick, N.J.

8. Circle one: The following card is: FICTION NONFICTION

JF	Burton, Virginia Lee
B	Calico, the Wonder Horse: or The Saga of Stevey Stinker

9. Circle one: The following card is: FICTION NONFICTION

808.92	Carlson, Bernice Wells
C	Act it out. Abingdon c. 1956

10. In our library media center the A _____ and the T _____
cards are filed together. The S _____ cards are filed by
themselves.

PUZZLE

WHAT'S MISSING?

Each of the words below is printed the way it sounds. Yet, each word is misspelled because one letter is missing. The arrow shows where each missing letter belongs. Say each word aloud and then find its correct spelling in your dictionary. Write the correct spelling in the second column and the missing letter in the third column. The first one has been done for you.

1. sord ↑	SWORD	W
2. boundry ↑		
3. rasberry ↑		
4. campain ↑		
5. coud ↑		
6. Febuary ↑		
7. choclate ↑		
8. morgage ↑		
9. sutle ↑		
10. exaust ↑		
11. goverment ↑		
12. Wenesday ↑		
13. vegtable ↑		
14. aquire ↑		

LIBRARY STUDY SHEETS

Name _____

HOURL _____

Every library has three important sources of information--the reference books, the card catalog, and the Reader's Guide to Periodical Literature.

The reference books include the following:

Unabridged dictionaries	General Encyclopedias
Atlases	Anthologies
Yearbooks	Books of familiar quotations
Thesaurus	Biographical information
Special Encyclopedias	Almanacs

The encyclopedias contain general information on practically all subjects. Some encyclopedias are written especially for young people, especially the British. Who's Who in America contains information about living people in the U.S. and Canada. No discussion is given, the books merely state facts in condensed form. The yearbooks include all reference books that are published annually. The World Almanac is a yearbook. An atlas is a collection of maps or plates in a volume. Rand McNally Company publishes many atlases.

The reference books are for use in the library media center. They are to be checked out for one hour only or for overnight. They are usually kept on the open shelves where you can find them readily.

Reference Books

Encyclopedias

The Encyclopedia Britannica	Encyclopedia of Philosophy
The Encyclopedia Americana	International Library of Negro Life and History
Collier's Encyclopedia	International Encyclopedia of the Social Sciences
Compton's Pictured Encyclopedia	Encyclopedia of World Art
The World Book Encyclopedia	Encyclopedia of Photography
The Lincoln Library of Essential Information	McGraw-Hill Encyclopedia of Science and Technology
The Book of Popular Science	

The Illustrated Encyclopedia of
the Animal Kingdom
Merit Students Encyclopedia

New Illustrated Encyclopedia of
Gardening

Dictionaries

Columbia Encyclopedia (1967)
Webster's Third New International Dictionary (1966)
The American Heritage Dictionary of the English Language (1970)
Random House Dictionary of the English Language (1967)

Miscellaneous

Reader's Guide to Periodical Literature
Who's Who in America
Current Biography
Webster's Biographical Dictionary
Webster's Geographical Dictionary
Bartlett's Familiar Quotations
The World Almanac
Information Please Almanac
Brewer's Dictionary of Phrase and Fable
The Reader's Encyclopedia
Roget's International Thesaurus
Granger's Index to Poetry
Twentieth Century Authors (First Supplement)

EXERCISE

Name _____

Hour _____

Using the materials on the information sheets, find the answers to the following questions. Use as many different sources as possible. After each answer, write the source of information used and the page number you found it on.

1. Where did Mark Twain die? _____

Source _____ Page _____

2. Who is the current Secretary of State and whose place did he take?

_____ Source _____

Page _____

3. What and Where is Tel Aviv? _____

Source _____ Page _____

4. Does the Encyclopedia Britannica give information about anything outside

of Great Britain? _____ If yes, give one example. _____

_____ Page _____

5. Cite the American Heritage Dictionary definition of the word "cruller".

_____ Page _____

6. What is the International Geophysical year? (Use the Book of Popular Science and cite the page number.) _____
7. Use the Webster's Third New International Dictionary to find the definition of foundation stone. _____ Page _____
8. In the Collier's Yearbook covering the year 1971, describe one natural disaster that occurred in the world. _____
_____ Page _____
9. What are two other words that can be used in the place of phantom?
1. _____ 2. _____
Source _____ Page _____
10. What is the purpose of the Reader's Guide to Periodical Literature?

11. What is the birthplace and date of birth of David Cassidy? _____

Source _____ Page _____

REFERENCE COLLECTION

REFERENCE COLLECTION--Place to locate information through books and non-book materials.

Facts may be arranged:

- | | |
|--------------------|--------------------|
| 1. Alphabetically | 3. Geographically |
| 2. Chronologically | 4. Cross Reference |

Kinds of reference materials:

Almanacs, atlas, gazateer, handbook, index, dictionary.

Analyze your needs:

Your topic belongs to what field--English, Science, Social Studies, History, etc.

Analyze other needs for a report.

- | | |
|-----------------|--------------------------|
| 1. Bibliography | 4. Technical information |
| 2. Biography | 5. Place or time |
| 3. Statistics | |

When searching in a reference book you have not used before, first read the Preface, Foreword, or Explanatory Notes.

There is no uniform list of selected reference books. Each library media center's collection is different.

Reference books are arranged by Dewey Decimal or Library of Congress Classification.

If an index or index volume is included, consult it. It may guide you to other related topics.

Compton's Encyclopedia has a fact index in the back of each volume.

Encyclopedias keep up to date with annuals or yearbooks.

To find current topics consult the Reader's Guide.

Granger's Index to Poetry contains a Title and First Line Index.

Most indexes contain a Key to symbols.

Bartlett's Familiar Quotations is arranged chronologically.

Home Book of Quotations is arranged by subject.

Magills Quotations in Context is arranged alphabetically.

Almanacs are annual compilations of facts.

Famous First Facts by Kane is arranged alphabetically.

To locate biographical material it is helpful to know:

1. Date of birth or death
2. Nationality
3. Profession or occupation

At the end of each ten year span Current Biography contains a cumulative index.

Contemporary Authors is international in scope.

Books with biographical information:

British Authors of the 19th Century

Chambers Biographical Dictionary

Dictionary of American Biography

European Authors 1000-1900

Twentieth Century Authors

American Authors

Junior Authors

More Junior Authors

New Century Cyclopedia of Names is arranged alphabetically. It includes persons, places, historical events, plays, operas, works of fiction, works of art, literary characters.

Reader's Encyclopedia of World Drama concentrates on plays as literature. It is arranged by country with a historical survey of that nation's drama, playwrights, and plays.

Who's Who in America is an alphabetical listing of living people. They are transferred to Who Was Who after their death.

Roget's International Thesaurus can help increase your vocabulary, help add flexibility to your vocabulary, give the exact shade of meaning to your words.

Dictionary of American History can give you background information (on the Homestead Act for Example).

Occupational Outlook Handbook is a guide to employment opportunities.

American Popular Songs gives authors of music and lyric.

Hotel and Motel Redbook is published annually.

"Subject reference books" are devoted to information.

Merit Students' Encyclopedia's Index

I. Basic Index Usage

An index is an alphabetical list that guides readers in locating specific information in a book or other written materials. Certain basic rules are used in the arrangement of an index. These rules keep the index consistent and clear. Once you learn the rules, you can pinpoint all the information you need for homework and projects quickly and easily.

II. Alphabetical Arrangement

- A. In Merit Students' Encyclopedia all index entries are arranged alphabetically, whether one or more words. Following that rule, number the words on the right as they should appear in the index.

- _____ Airplane
- _____ Airman's Medal
- _____ Air Lock
- _____ Air Mail Act
- _____ Airlines
- _____ Air Mass
- _____ Airline transport pilot's
license
- _____ Airmail
- _____ Airbourne

- B. IDENTICAL HEADINGS are arranged in this order alphabetically by person, place, thing. Places are arranged in order of their importance or size. For example, a state would come before a town or city in that state. Now, number the entries on the right in their proper order.

- _____ Columbus Circle (N.Y.C.)
- _____ Columbus, Christopher
(It. expl.)
- _____ Columbus, Ohio
- _____ Columbus Day
- _____ Columbus, Bartholomew
(It. expl.)
- _____ Columbus, Georgia

C. PERSONS WITH THE SAME NAME are arranged in the following order: saints, popes, rulers, and people without titles. Rulers and nobles are grouped first by country (alphabetically), then by rank (of importance). Following this rule, number the names on the right as they should appear in the index.

____ David I (Scot. King)
 ____ David, Gerald (Flemish Painter)
 ____ David (saint)
 ____ David (Israeli King)
 ____ David II (Scot. King)

III. Types of Entries and Their Meaning

On the right is a typical index column from Merit Students' Encyclopedia showing all the different types of entries. Every topic listed is called an entry. However, there are different kinds.

A. MAIN ENTRIES are dark capital letters, and indicate a main article on a subject, which contains all the basic information on that topic. Circle all the Main Entries on the right (8).

Now you can locate information in three easy steps:

1. Locate the correct entry.
2. Write down the volume and page number of the entry.
3. Go to the volume and page.

You've found your answer!

BIRD (zool.) 3-168; 1-557, 558
 567, 568
 adaptation 1-64
 birdbanding 3-191
 birdcall 3-192
 bird feeding 3-192
 birdhouse 3-192
 bird sanctuary 3-196
 birdsong 3-196
 bird watching 3-197
 brain 3-377

B. SUBHEAD ENTRIES are in light, small letters, and are indented under the the MAIN ENTRY. A subhead entry indicates the different topics which are parts of the Main Topic. How many subhead entries are there in the example on the right? _____

C. PAGE ENTRIES are in small dark letters, and are not indented. Page entries indicate the location of information on a topic that is not a separate article. Underline all the page entries in the example on the right. (3)

D. VOLUME AND PAGE LOCATION. Once you find the entry you need, locate it with the two numbers that follow it. The first and darker number is for the Volume, the second number is for the exact page where information can be found. Therefore, if you wish to find information about Birds of North America, where would you look? Volume _____, Page _____

ear 6-151
egg 6-225
embryo 6-339
flowering plant 7-176
gardening 7-471
heart 8-485
migration 12-254
molting 12-399
nest 13-180
North America 13-451
reproduction 15-588
sleep 17-87
see also Birds, Extinct; Birds
 of prey; Game birds
BIRDBANDING 3-191, 179
BIRDCALL 3-192, 180
 see also Birdsong
Bird dog 6-40, 43; 9-148
BIRD FEEDING 3-192
Bird Flight as the Basis of
 Aviation (bk., Lilienthal)
 1-232
BIRDHOUSE 3-193
Bird in Space (sculp., Brancusi)
 3-380
BIRD LOUSE (zool.) 3-195; 11-306
BIRD OF PARADISE (zool.) 3-195
BIRD-OF-PARADISE FLOWER (bot.)
 3-196
Bird of Paradise Island, is., W.I.:
 see Little Tobago
Bird of prey: see Birds of prey
Birds: see Bird

E. CROSS REFERENCES.

"See" directs you to a heading under which you will find all the entries on your topic.

"See also" directs you to additional information on the topic you're looking up. Give an example of each type of cross reference from the preceding index.

See _____

See also _____

INDEXES
GENERAL AND SPECIAL

True or False

- | | | |
|---|---|---|
| 1. Most indexes are arranged alphabetically by author, title and subject. | T | F |
| 2. General indexes contain references to many subject areas. | T | F |
| 3. Most indexes are published only once a year. | T | F |
| 4. Some topics are found in several indexes. | T | F |

Fill in the Blank

5. Education Index is a basic guide to the best of literature in the field of _____.
6. The best guide to general literature is the index to periodicals which we often use. It is called _____.
7. Granger's Index to _____ will help one find which anthologies contain Casey at the Bat.
8. Name three indexes mentioned in the filmstrip which are in our Library Media Center:
 - 1.
 - 2.
 - 3.
9. The filmstrip mentioned special indexes in several fields of knowledge. Name four different areas for which special indexes are available:
 - 1.
 - 2.
 - 3.
 - 4.

Circle the Correct Answer(s)

10. To research a report on the Women's Movement, I would first analyze my subject, then check which index(es)?

Speech Index

Applied Science of Technology Index

Facts on File

Index to Dental Literature

Readers' Guide to Periodical Literature

Education Index

11. Analyze the subject--Women's Movement or Women's Liberation. Circle yes or no after each of the following indexes, indicating whether or not such information might be found in that index.

<u>Essay and General Literature Index</u>	YES	NO
<u>Illustration Index</u>	YES	NO
<u>Business Periodicals Index</u>	YES	NO
<u>Subject Index to Poetry for Children and Young People</u>	YES	NO
<u>Play Index</u>	YES	NO
<u>Index to Plays in Periodicals</u>	YES	NO
<u>Hymns and Tunes--an Index</u>	YES	NO
<u>Index Medicus</u>	YES	NO
<u>Congressional Information Index</u>	YES	NO
<u>New York Times Index</u>	YES	NO

SHORT STORY INDEX WORKSHEET

- A.
1. Who is the author of the short story, "Dr. Martino"?
 2. What is the title of the book in which this short story can be found?
 3. On what pages of the book does this story appear?
 4. What is the name of the editor or compiler of the above book (last name only)?
 5. What is the call number of the book?
- B.
- What are the titles of two books in which can be found the short story, "The Devil and Daniel Webster"?
- 1.
 - 2.
- C.
1. Give the title of one audiovisual short story material which can be found in the card catalog drawer you have been using.
 2. What kind of audiovisual material is it (film, tape recording, recording, etc.)?
- D.
- Write your name on the three short story index cards that you can get from your teachers or library media specialist. Place each card in the book where that short story can be found.

LEARNING TO MAKE A BIBLIOGRAPHY

A bibliography is a list of sources, with something in common, for example: author or subject. A bibliography may be divided into different classes in order to emphasize the types of sources used: manuscripts, official documents, books and pamphlets, articles from periodicals, and miscellaneous sources, such as newspaper items or speeches. The material should be arranged in alphabetical order within each group and designated by its classification in capitals. If there are not enough different sources to make a respectable list in each division, all bibliographical items should be combined in one alphabetical group.

Each bibliographical entry should be single spaced within itself and separated from the next entry by a double space. A bibliographical entry consists of three elements: author, title and imprint. The simplest form makes use of these basic parts as centers upon which all other descriptive matter depends.

Beginning at the margin, the author's last name is given first so that, when all the items are arranged in alphabetical order, the name stands out and can be located easily. The first given name and/or initials are separated from the last name by a comma and followed by a period, thus ending the first element. The second and following lines of each item should be indented ten spaces so that the last name of the author stands out.

In the title, the initial letters of all important words are capitalized, and the entire title is underlined, each word separately, and followed by a period. If there are facts or translation or editions, they should come immediately after the title, separated from it by a comma and followed by a period. Series, on the other hand, should form a separate following element completed by a period.

The imprint should contain in order the place of publication, followed by a colon, the publisher, followed by a comma, and date as found on the title page, the entire group followed by a period.

If there was no date on the title page, the copyright date (found on the reverse of the title page) should be used (for example c1929). Other

variations can be examined in the bibliography of the theme.

Page numbers are given only for articles from periodicals, never for parts of books read, except in the case of compendiums such as The Cambridge History of English Literature, in which each chapter is written by an authority and is equivalent to an article. The separate chapters of books may be listed under the general title when they have been of special importance.

There are several correct bibliographical forms. This one is easy to learn and easy to modify according to later needs once it is learned.

1. Author's full name (last name first) as given on the top line of the catalog card.
2. Complete title underlined (in a typewritten manuscript, underlining indicates italics).
3. The imprint.
 - a. Place of publication
 - b. Publisher's name written in full
 - c. Date of publication

Bibliographical Cards for Articles from Biographical Dictionaries, Periodicals, and Newspapers.

1. Author's full name (last name first) as given in the periodical or encyclopedia. If only initials are given, as is frequently the case in encyclopedias and biographical dictionaries, look in the front of the volume for identification and cite the complete name. If you cannot identify the author of the article, the first important word in the title is used as the identifying agent.
2. Complete title of the article, enclosed in quotation marks, title of the periodical, biographical dictionary or encyclopedia, underlined.
3. Volume number and page or inclusive pages.
4. Month, day, and year of publication (for periodical articles only).

EXAMPLES

Book Hook, Lucyle, The Research Paper. Englewood Cliffs, N.J.
 Prentice Hall, 1969.

Magazines, Bonquartz, Robert. "Earth Art", Nation, Volume 23; pages 699-700
 December 24, 1973

Biographical
Dictionaries,
Newspapers

Encyclopedia Collier's Encyclopedia with Bibliography and Index
 "Forestry", Vol. 4, p. 21

ASSIGNMENT - FOR A GRADE

Make a bibliography on one subject. Include three (3) of each of the following:

1. Book (use card catalog)
2. Magazine (Use Reader's Guide)
3. Encyclopedia (Use Index)
and/or
Facts on File
and/or
Editorials on File
and/or
Vertical File
and/or
Audiovisuals

This is a total of nine (9) sources. If you wish the bibliography may be typed.

BIBLIOGRAPHY

BOOKS

Author's full name--last name first

Complete title--underlined

Page numbers

ARTICLES FROM PERIODICALS (MAGAZINES), NEWSPAPERS, BIOGRAPHICAL DICTIONARIES

Author's full name--last name first

Complete title of article enclosed in quotation marks; title of the periodical, biographical dictionary or encyclopedia, underlined.

Page number(s)

Month, day, and year of publication (for magazine articles only)

EXAMPLES

BOOK: Hook, Lucyle. The Research Paper. p. 70, 71

ENCYCLOPEDIA, DICTIONARY:

Collier's Encyclopedia, with Bibliography and Index

"Forestry", vo. 4, p. 21

PERIODICALS (MAGAZINES):

Bonquartz, Robert. "Earth Art" Nation, p. 699-700, December 23, 1973

Working on your Preliminary Bibliography (list of possible sources):

*Take 5 or 6 of your little notebook pages and cut them in half across. Then use a separate "short page" for each and every book or magazine or whatever you list as a possible source.

*Refer to the example forms below and just write down each bibliographical citation in the correct form to begin with. Notice how the first line sticks out 5 spaces!

For each book:

Pooley, Robert C.. Teaching English Usage. New York:
Appleton-Century Croft Inc., 1946.

428.3

P

(Good chapter on usage on pages 40-45)

The correct form for such problem entries as books with more than one author or books with no author or books with an editor can be found in our reference books.

For each magazine article:

Fraser, Alexander and Richard Aaron, "John Drydon
and the Age of Satire" College English Magazine,
XXIII (May 1, 1965), 633-636.

(might have good discussion on Drydon's influence on
satire)

For each news article:

Tanner, Henry, "Soviet Cautions of Arming Atomic Fleet," The New York Times, June 20, 1965
p. 5.

For each encyclopedia article:

McCall, Raymond. "John Locks", Encyclopaedia Britannica, (1964), XIV, 273-274

(basic story of his life)

Any time any of these kinds of articles are not signed (as they frequently are not), simply leave off the name and shift all the other information to the left so that the bibliography begins with the title of the article. These will later be alphabetized by the first letter of the first word, whether it is the author's last name or the article's title.

For the correct forms for entries for personal interviews, filmstrips, movies, records, etc., check the reference books for examples.

***At the end of the hour Tuesday, your little bibliography pages will be due! You should find 10 to 12 different sources for your chosen topic which you know will be available to you. (In other words, check to see if our library media center has that particular issue of the magazine containing the article you want and glance through the books from the shelves which have chapters pertaining to your topic.) Also, be very picky and be sure to have the form correct on each entry.

Name _____

Teacher _____

Date _____

Career Bibliography

Career _____

Decide on a career for this project. Make a bibliography (list of sources). This bibliography will be placed in the file in the Career Center to help other students do research. An entry in a bibliography is as follows:

Encyclopedia or Dictionary--title, publisher, date, page article is on.

Book--author (last name first), title, publisher, copyright date, number of pages in book.

Magazine--author, title of article, title of magazine, date of magazine, page article is on.

Vertical file--author, title of article, publisher or source of article, date if any, number of pages.

Audiovisual--title, publisher, date, what it is (filmstrip, cassette, kit, etc.)

Books

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Magazine article

- 1.
- 2.
- 3.
- 4.
- 5.

Verticle file

- 1.
- 2.
- 3.
- 4.
- 5.

Audiovisuals

- 1.
- 2.
- 3.
- 4.
- 5.

Encyclopedia and/or dictionary

- 1.
- 2.
- 3.
- 4.

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Name _____

Teacher _____

CAREER SEARCH

You are nearing the time when you must make a decision about the kind of career you desire. (Keep in mind that you may change careers several times during your lifetime.)

The career you choose will have a definite effect on your lifestyle. Most people must live within the limits of their income, which is largely determined by their salary.

The first step in your Career Search is to plan the minimum budget on which you feel you can live, alone or with a spouse. Plan a budget for one month, total it, then multiply by twelve for the annual salary.

Housing	Entertainment
Payment or rent _____	_____
Utilities _____	Continuing Education _____
Food	Miscellaneous (Repairs, upkeep) _____
At home _____	
Eating out _____	Total Monthly _____
Clothing _____	(x) 12 = _____
Transportation	
Car payment _____	
Gasoline _____	

List three hobbies or interests:

1. _____
2. _____
3. _____

What kind of music do you like? You may list several musicians, bands or orchestras you like, or you can put down that you don't care for music.

1. _____
2. _____
3. _____

What kind of sports do you enjoy? You can put down none or several. Please specify if you prefer to be a spectator or player. For example, you might put down that you like to "play tennis" but "watch football".

1. _____
2. _____
3. _____

What kind of reading do you like? None, or what variety? If you put down books or magazine articles, state what kind.

1. _____
2. _____
3. _____

Do you have any special talents or things you do well? What are they?

1. _____
2. _____
3. _____

Do you have any definite dislikes or things you feel you will never be able to do?

1. _____
2. _____
3. _____

Do you plan to go on to any kind of education after highschool? If so, where and what subjects will you study?

1. _____
2. _____
3. _____

In what part of the country or the world would you like to work? To live? (You can name a town, a city, county, region, state or country.)

1. _____
2. _____
3. _____

In what kind of industry would you like to work?

1. _____
2. _____
3. _____

List three possible kinds of jobs you might like to do when you begin work or which you might do as a life's work.

1. _____
2. _____
3. _____

Check information in the Career area to find which of your three job choices best fit your interests and talents.

	Job 1		Job 2		Job 3	
	Yes	No	Yes	No	Yes	No
Budget & Salary are compatible?						
Is education required in your plans?						
Does it fit your talents?						
Are jobs available where you want to live?						
Are you able to readjust where necessary to conform to job requirements?						
It at least one job compatible with a majority of you wants and needs? Which one?						

Are you satisfied with the results of your search? If not, look at some of the job clusters in the Oklahoma VIEW Program for related areas to research. Follow the same procedure to discover if these jobs are compatible with your interests.

As you search, remember to check the vertical file, current periodicals, audiovisuals, career encyclopedias, career dictionaries and books on specific types of careers.

There are materials to help you:

Learn to Study	Find a college, trade school, apprenticeship
Define your values	Find financial assistance
Make decisions	Find part-time or full-time jobs
Plan for your future	

Find a book or audiovisual that tells you how to do one of the above.
Write the title and author or editor here:

You should be able to find anything you want in the Career Information Center now!

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Name _____

Teacher _____

Date _____

Occupational Information for the Student
in _____

Instructions:

Decide on a job in which you are interested. No more than two people in one class may write about the same job.

Using materials in the Career Center complete the information sheet. Refer to the sample as needed. Remember, the sample is for a job cluster which includes several jobs. You are just working on one job right now.

A copy of this material will go on file in the Career Center to help other students find information they need.

This job is in the _____ field. Some related jobs are:

- 1.
- 2.
- 3.
- 4.
- 5.

Some of the duties on this job are:

- 1.
- 2.
- 3.
- 4.
- 5.

You should have the following traits and abilities for this job: (example: Be courteous, well groomed, willing to work irregular hours)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

People in this job need the following education:

What are the opportunities for advancement in this work? (example: own a business, become a supervisor, etc.)

What is the current pay range in this field?

How many hours a week will you work?

Is the outlook favorable for this work?

Self test questions for this job:

- 1.
- 2.
- 3.
- 4.
- 5.

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NAME _____

CHECKLIST

The following pieces of A.V. Equipment were properly set up and operated:

RECORD PLAYER

Play Record _____

FILMSTRIP VIEWER

Filmstrip Threaded and Shown _____

8mm FILM LOOP PROJECTOR

Cartridge Inserted and Shown _____

SOUND FILMSTRIP VIEWER - RECORD

Filmstrip and Record Coordinated _____

SOUND FILMSTRIP VIEWER - CASSETTE

Filmstrip and Cassette Coordinated _____

CAROUSEL PROJECTOR

Slides Shown Properly _____

TAPE RECORDER - CASSETTE

Record and Playback _____

Name, Date and Age _____

TAPE RECORDER - REEL TO REEL

Record and Playback _____

Name, Date and Age _____

MICROFICHE READER

Show Four (4) "Pages" or frames in sequence _____

SIGNED _____

We are considering purchase of a kit covering library skills. Before purchasing any audiovisual materials we always preview them. We need your opinions on these sound filmstrips. Your assignment for approximately the next two weeks is to fill out the evaluation form on each of the four parts. If you turn in four, completely filled out forms by April 28, you will receive four 100's. Not turning a form in by April 28 will mean a zero goes in the grade book. Evaluating materials is the type of thing that teachers do often. Be very careful with the filmstrips. They are not ours.

EVALUATION FORM

Title of Set _____

Title of Part of Set _____

Copyright Date _____ Publisher _____

Quality of Pictures:

Good

OK

Bad

Color:

Artwork:

Photographs:

Quality of Cassette:

General Sound:

Voice:

Music:

Quality of Material:

Easy to understand:

Learned something new:

Too difficult:

Would you recommend this kit for purchase? Yes _____ Maybe _____ No _____

Make-up two questions for a test over this kit:

Question 1 _____

Answer 1 _____

Question 2 _____

Answer 2 _____

FILM EVALUATION

Date _____

Evaluator's
Name and Title _____

Phone _____

School _____ Address _____

DESCRIPTION OF FILM

TYPE: Discussion _____ Enrichment _____ Information _____ Instructional _____

SUBJECT AREA(s):

Agriculture, Conservation and Natural Resources _____	Industrial Arts _____
Business Education _____	Home Economics _____
Civic and Public Affairs _____	Music, Dance, Dramatic Arts _____
Education _____	Mathematics _____
Family Life and Child Study _____	Religion _____
Fine Arts and Architecture _____	Science _____
Geography and Social Customs _____	Practical Arts _____
Health, Medicine and Safety _____	Sports, Recreation, and Physical Education _____

GRADE LEVELS: Adult _____ College _____ High Sch _____ Jr. High _____ Middle _____ Pre Sch _____

Could this film be used by several levels? _____ Please indicate
any limitations to general use. _____

List major teaching objectives for which this film is suited. _____

EVALUATION OF FILM

ACCURACY (Note any factual errors): _____

AUTHENTICITY (Degree to which film reflects its subject):

Highly authentic _____ Adequate _____ Somewhat misleading _____ Seriously misleading _____

Comments: _____

TIMELINESS: Dated _____ Useful though dated _____ Not Dated _____

SCRIPT: Closely related to content ___ Useful Accompaniment ___ Inadequately
related ___ Comments: _____
Quality of Writing: _____

	Excellent	Good	Fair	Poor
<u>SOUND QUALITY</u> :	_____	_____	_____	_____
<u>CREATIVE USE OF SOUND TRACT</u> :	_____	_____	_____	_____
<u>STRUCTURE</u> (Editing, Organization, etc.):	_____	_____	_____	_____
<u>CAMERA WORK</u> :	_____	_____	_____	_____

Should the library media center buy this film? Yes _____ No _____

YOUR OVER-ALL IMPRESSION (Note strengths and weaknesses):

CLASS REACTION--IF VIEWED BY CLASS:

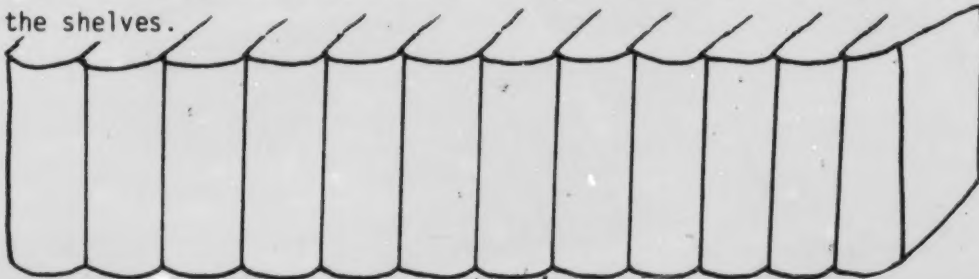
9 - WEEK TEST

- The two main groups of books in the library media center are:
(a) _____ (b) _____
- Each of these classes is arranged differently on the shelves. How is each arranged: (a) _____
(b) _____
- The Dewey Decimal System classifies which group of books? _____
- The call number of a nonfiction book consists of the _____ and the _____.
- The initial under the classification number for biography is not that of the author but that of _____.
- Match the following by placing the appropriate letter next to the corresponding numbers.

000's _____
100's _____
200's _____
300's _____
400's _____
500's _____
600's _____
700's _____
800's _____
900's _____

- Science
- History, Geography, Biography
- Applied Science & Useful Arts
- Literature
- Religion
- Fine Arts & Recreation
- Philosophy & Psychology
- Language
- Social Sciences
- General Works

- Place the number corresponding to the Dewey number in the blanks on the spines of the books in the correct order in which they would be found on the shelves.



- | | | | |
|----------|-----------|-----------|-------------|
| 1. 910 | 4. 922 | 7. 911.33 | 10. 973.10 |
| 2. 932 | 5. 932.10 | 8. 973.45 | 11. 929 |
| 3. 911.1 | 6. 911.33 | 9. 932.23 | 12. 932.101 |

FINAL EXAM

1. Who's Who in America, contains information about living people in the _____ and _____.
2. An atlas is a collection of _____ or plates in a volume.
3. Sources of quotations may be found in _____.
4. Information about poems may be found in _____.
5. A _____ dictionary gives information about famous people.
6. For general information check an _____.
7. The index to all the periodicals in the library media center is the _____.
8. Name three (3) sets of encyclopedias found in this library media center. _____

9. World Almanac is a yearbook. T F
10. All dictionaries give the same type of information in the same order. T F
11. One of the leading publisher of atlases is: (a) Holt, Rinehart and Winston, (b) Shoestring Press, (c) Rand McNally Company.
12. Information about current U.S. Political Office holders may be found in: (a) dictionaries, (b) atlases, (c) almanacs.
13. To stay up-to-date, each year an encyclopedia publishes a: (a) year-book, (b) almanac, (c) atlas.

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14. Which of the following is NOT a biographical reference book?
(a) Twentieth Century Authors, (b) Webster's Biographical Dictionary, (c) Current Biography, (d) Encyclopedia of World Geography, (e) Roget's International Thesaurus.

ORGANIZATION AND ARRANGEMENT

ARRANGEMENT TRAFFIC FLOW

GENERAL INSTRUCTIONS FOR TRAINER

WHAT

THIS ACTIVITY PROVIDES FOR INTRODUCTION AND UNDERSTANDING OF THE CONCEPTS WHICH MUST BE CONSIDERED IN ESTABLISHING AN EFFICIENT TRAFFIC FLOW IN THE LIBRARY MEDIA CENTER.

WHY

THE FLOOR PLAN OF THE LIBRARY MEDIA CENTER SHOULD FACILITATE EFFECTIVE SUPERVISION AND UTILIZATION OF SPACE AND HEIGHTEN EFFICIENT FLOW OF TRAFFIC.

WHO

THE LIBRARY MEDIA STAFF SHOULD BE AWARE OF THE CONCEPTS AND GUIDELINES WHICH MUST BE CONSIDERED IN PLANNING AN EFFICIENT ARRANGEMENT OF THE LIBRARY MEDIA CENTER. THIS ACTIVITY CAN BE USED WITH THE LIBRARY MEDIA STAFF TO CREATE AN UNDERSTANDING OF THESE CONCEPTS TO FACILITATE DESIGNING AN EFFECTIVE ARRANGEMENT. THIS ACTIVITY COULD ALSO BE USED WITH A GROUP OF LIBRARY MEDIA SPECIALISTS IN A WORKSHOP SITUATION.

WHEN

THIS ACTIVITY CAN TAKE PLACE AT THE CONVENIENCE OF THE LIBRARY MEDIA SPECIALIST AND THE TRAINER. IT REQUIRES ONE TO TWO HOURS AT THE ONSET. SUBSEQUENT VISITS OR CONSULTATIONS BY THE TRAINER AFTER THE LIBRARY MEDIA SPECIALIST HAS HAD AN OPPORTUNITY TO DO SOME DESIGNING CAN PROVIDE USEFUL INPUTS. IF USED AS PART OF

WHEN
CONTINUED

A WORKSHOP WITH SEVERAL LIBRARY MEDIA SPECIALISTS, PROCESS SKILLS SHOULD BE EMPHASIZED. THIS ACTIVITY CAN TAKE ONE TO TWO HOURS.

WHERE

IT IS HELPFUL IF THE ACTIVITY IS CONDUCTED IN THE LIBRARY MEDIA CENTER. THIS WILL PROVIDE EASE OF DEMONSTRATION. TABLES ON WHICH TO WORK ARE A NECESSITY.

HOW

—————→
TURN THE PAGE

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ORGANIZATION AND ARRANGEMENT

ARRANGEMENT TRAFFIC FLOW

AIM

UNDERSTANDING OF BASIC CONCEPTS FOR FLOOR
DESIGN OF THE LIBRARY MEDIA CENTER
PRACTICE IN DESIGNING A FLOOR ARRANGEMENT
THAT HEIGHTENS EFFICIENT TRAFFIC FLOW.

PURPOSE

INFORMATION
UNDERSTANDING
PROCESS SKILLS

MATERIALS

HANDOUTS:

FACILITIES

CONCEPTS FOR EFFECTIVE FLOOR PLANS OF THE
LIBRARY MEDIA CENTER

TIPS FOR EFFICIENT ARRANGEMENT OF THE
LIBRARY MEDIA CENTER

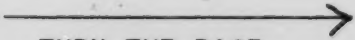
PENCIL AND PAPER FOR NOTE-TAKING

FLOOR PLANNING KIT

- * TWO COPIES OF THE FLOOR PLAN OF THE LIBRARY
MEDIA CENTER - SCALE ONE FOOT (1') EQUALS
 $\frac{1}{4}$ INCH. ONE PLAN SHOULD HAVE THE FURNI-
TURE AND SHELVING DRAWN IN PLACE AS IT
EXISTS. THE OTHER FLOOR PLAN SHOULD INDICATE ONLY DOORS AND WINDOWS.

* TO BE FURNISHED BY PARTICIPANTS

DIRECTIONS

TURN THE PAGE 

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

This activity can be used with the Facility Planning activity from the Long Range Planning Module.

If working with an individual library media specialist the same materials and techniques can be used. Working on site will facilitate suggestions and stimulate better ideas.

In working with a group of library media specialists communicate to the participants at least a week prior to the inservice that they are to bring two drawn floor plans of their center using the scale one foot (1') equals ($\frac{1}{4}$ ") one fourth inch. One plan should have the furniture and shelving drawn in place. The other should indicate only windows (note height of windows) and doors. While these plans don't need to be professional, they should be fairly accurate. Prepare one Floor Plan Kit for each participant prior to the session. Bring some extras.

In a room with tables, have the participants spread out their floor plans. Distribute the handouts: Facilities, Concepts for Effective Floor Plans of the Library Media Center, and Tips for Efficient Arrangement of the Library Media Center.

Go over the handout on Facilities emphasizing the key points. DO NOT READ IT TO THEM. Instruct them to check their floor plan as an explanation is given of the "Concepts for Effective Floor Plans of the Library Media Center" and "Tips for Efficient Arrangement of the Library Media Center". Encourage questions. Clarify if necessary. Allow time for them to examine their plan as you clarify each concept or tip. When there are no further questions, ask the participants to go over their handouts making notes as they go along of improvements needed in their floor plan and ideas that they could incorporate into their design. The "concepts" handout can provide an outline. Allow 15 minutes or longer if necessary. This portion of the activity should take 30-45 minutes.

If a break is to be given, take 15-20 minutes at this point.

Distribute the Floor Planning Kits. Have each participant look through their supplies and select the pieces needed to represent their shelving and

furniture. If other pieces are needed, they may cut them out from the extra material using the scissors included in the kit.

NOW

The participants are ready to begin rearranging their library media center by manipulating the pieces from the kit on their floor plan. They should be guided by the notes they have taken. Move around the room giving help and suggestions if needed. Point out things that have been overlooked. Allow 30 minutes or longer if necessary.

Now, have the participants find a partner. The partners are to critique each other's plan asking for rationale and offering suggestions. Move around the room listening and interjecting ideas when helpful. Allow 10 minutes. If the participants are now satisfied with their plan, give them 10 minutes to trace around the pieces on their floor plan. Have them replace their floor plan pieces and scissors in the envelopes. Collect the envelopes. The participants may keep the handouts and floor plans. Dates could be set for on site visits upon request to view the implementation of their floor arrangements. This would afford an observation evaluation of the inservice.

FACILITIES

The purpose of a library media center facility is to provide the physical surroundings in which the media needs of the school can be fulfilled. These needs should be identified, studied and put in writing. Consideration should be given to present curriculum, teaching methods, services offered and type of materials and equipment to be handled, as well as future projections in each of these areas. The importance of this early planning cannot be stressed enough. Time and effort expended here will prevent mistakes and help to insure the type facility that is best for a local situation.

The director of the library media program (either at the district level or building level) is the administrator responsible for coordinating the planning of the library media facilities. Initial planning should involve representatives from all user groups, including library media personnel, administrators, teachers and students. Consultative advice is available from the Library and Learning Resources Division of the State Department of Education and the Oklahoma Department of Libraries. Library media directors with exemplary programs and facilities are an additional source of help. Whether or not the decision is made to employ an architect, these sources can help to insure a pleasing and functional center.

The school library media program is shaped to a large extent by the adequacy of its facilities. First, there must be adequate space. Many library media programs are severely handicapped by small poorly arranged areas. Next, furniture and equipment must be functional and arranged for easy accessibility. In early stages of planning furniture should be selected and ordered allowing a minimum of 4-6 months for delivery. The center should be tastefully and harmoniously decorated to create an overall atmosphere that is warm and friendly.

RELATIONSHIP OF FUNCTIONS

The library media center's size and the organization of its space must accommodate resources, services, and activities necessary to the instructional program. Ideally the center should include space for a minimum of

45 students, or 15% of the student enrollment--whichever is larger--at 40 square feet per student. This minimal space requirement will accommodate reading, browsing, storytelling (in elementary schools), reference and individual viewing and listening, as well as the storage of materials to support these activities.

Additional space is necessary for others areas, including small-group conference and activity areas, professional collection and faculty work areas, storage and distribution of audiovisual equipment, storage of back issues of periodicals, graphic and photographic production of materials, workroom, office, and media multipurpose areas.

Below are identified the various functions of a library media program for which space must be provided. Recommendations are also made for the amount of square footage necessary for those functions:

Reading-listening viewing (RLV); (40 sq. ft. per user x 15% of enrollment)	Accommodates shelving for all types of materials, including current periodicals, either in open or secured areas; contains a browsing area for display of new items, space for individual students to interact directly with all types of materials, and viewing stations for using nonprint materials; includes a storytelling area in elementary schools.
Reference: (included in RLV area)	Part of the RLV area, but on requiring frequent professional assistance, should be easily accessible from the office and circulation area.
Circulation: (Check-Out) (included in RLV area)	Circulation control point for all media; should be near media center's entrance and exit and should be in the RLV area very close to office/workroom.
Periodical storage: (150-250 sq. ft.)	For the storage and retrieval of periodical back issues, a circulation function which necessitates this area's being directly adjacent to the circulation point; may be combined with the production/processing area (workroom). If the decision is made to use microform, adequate storage must be provided relative to the format. <u>Adjustable shelving</u> should be used and this area should be accessible and have good light control.
Production-workroom: (400-600 sq. ft.)	Space must be provided for technical processing performed at the building level. It may be located in the same quarters as the materials production area but is much more desirable if separate from it; the

latter may involve graphic (posters, transparencies), photographic, and TV production; should be easily accessible from office and RLV areas with visual supervision from one or both of these areas unless adult staff is assigned to the area(s).

Professional collection and workroom:
(300-500 sq. ft.)

For faculty materials and study; adjoins production/workroom and RLV if possible private from student area; attractive, comfortable furnishings.

Library media classroom
(700-900 sq. ft.)

A room adjacent to reference and open shelves, and to catalogs and indexes, if possible. A flexible space, at least classroom size, equipped for audio and visual presentations, into which classes may be scheduled for work in the library media center.

Audiovisual equipment storage:
(400 sq. ft. minimum)

For storage of backup equipment, preventive maintenance and minor repairs. Shelving for security. Adjustable shelving for variety of equipment. Counter space with an abundance of electrical outlets.

Optional and desirable:

Conference/small-group activity area:
(150 sq. ft. each)

Rooms or semiprivate areas, 10' x 10' or larger; subject to visual supervision from media/office work area.

Office:
(200-300 sq. ft.)

For media staff; contains desks, storage for professional tools, coat closet, and other appropriate storage; glass enclosed to allow visual control; glass should begin 42" or less from floor. Plan for a clearly defined office area if a separate room isn't possible.

DESIGN CONSIDERATIONS

The philosophy of the school, type of instructional program services rendered after hours, and degree of collection security needed will influence the design of the school media center. The media center's structure must allow for changes both in enrollment and instructional objectives. The following design recommendations should be considered:

Location

The extent to which the media program permeates the instructional program depends to a large degree on its location. Therefore the school's media center should be located conveniently to all learning

areas of the school yet avoid the major flow of student traffic. Convenience to an outside entrance with adjacent restrooms not only allows the media center to operate without opening other parts of the school building but also facilitates the delivery of materials and equipment.

Environment

The media center should have aesthetic appeal and an atmosphere conducive to learning. Students should feel encouraged by open shelves to explore, inquire, research, or merely browse. Good lighting and light control are vital. Light control should be convenient and centralized, with the capability to darken specific areas. Ceilings, walls, and floors should be acoustically treated. Carpeting reduces noise and adds to the attractiveness of the center. Temperature control is also necessary for comfort and for the preservation of materials.

Reading-listening-viewing (RLV) Area

- . Seats minimum of 45 students, or 15% of student enrollment
- . Furnishes a reading-browsing area with shelving for current periodicals
- . Provides a storytelling area for at least 30 pupils at elementary level
- . House print materials (approximately 12+ books per student), and reference collection on open shelves
- . Has nonprint and vertical file materials easily available
- . Provides seating at tables as well as at study carrels
- . Encompasses entrance, circulation, card catalog, and periodical index area.

Production/Workroom

- . Space, equipment and materials should be provided for production of instructional materials at the building level
- . Water-resistant counters, sink, work tables, oversized cabinets, files for production supplies and equipment and electrical outlets for all work stations and counters should be provided
- . Darkroom, off-air recording capability, and other special needs should be considered for this area.

Storage Areas (Periodicals, Audiovisual Equipment, Supplementary Materials)

- . Separate storage areas are desirable for the following:
 - extra media hardware (not decentralized or on long-term loan to classrooms), as well as one-of-a-kind equipment
 - back issues of periodicals not stored in RLV area
 - other infrequently used materials currently uncirculated
- . Direct corridor access is necessary for areas housing supplementary materials and equipment
- . Storage cabinet for spare parts and supplies and counter space for equipment cleaning and maintenance should be provided.

FOR FURTHER CONSIDERATION FOR POSSIBLE INCLUSION

Conference and/or Small-Group Area

- . Provides movable walls between multiple conference rooms
- . Has glass front for supervision
- . Contains appropriate seating, screens, chalkboard, electrical outlets
- . Furnishes light control and acoustical treatment for listening/viewing activities.

Resource or Satellite Centers

- . Although there are some advantages to resource or satellite centers separate from the main media center, avoid them wherever possible because increased budget for additional staff, larger collections, and duplication within subject areas negate the advantages.
- . Determine the need for such centers on the basis of the availability of sufficient and qualified media personnel to provide efficient service.

TECHNICAL CONSIDERATIONS

Because good facilities are motivational and the lack of them actually depresses the fulfillment of program goals, they warrant special consideration before new schools are planned and existing schools are remodeled. Facility plans for school media programs should take into consideration the following desirable technical support:

Electrical Service and Electronics

- . The electrical service for the media center should be flexible and accessible to all areas. The number and location of duplex outlets

should correlate with program activities and their locations.

Take care to expose outlets--do not conceal them behind shelving and other furniture. Floor outlets should be flush with floor and have covers.

- . The media center needs a communication system which includes a telephone and an independently controlled intercom speaker.

Future considerations:

- . Increasing technological contributions to school communication processes make the media facility the logical base of operations for a centralized system capable of receiving, storing, and redistributing television broadcasts originating within the school, the school system, or from network sources.
- . Each building should have a complete, multichannel distribution system so that broadcast television, closed circuit television, and CATV, if available, can be distributed to each room from the television reception area and from one or more points of origination, such as portable videotape recorders and/or the studio within the building. This centralized system should be used for applying computer technology to the teaching-learning process.

Access and Security

- . Conference rooms, production areas, reading-listening-viewing areas, and stack areas should permit easy visual control by staff
- . Student access to materials and equipment should be as open as possible
- . Safeguarding the collection may be strengthened by:
 - visual control
 - locating high-demand materials in controlled access areas
 - locating check-out station near exit and away from stack areas
 - providing outside "drop" for the return of materials improperly acquired
 - provide lockable storage for high risk items (i.e. cassette recorders, headphones, etc.)

Heat, Light, and Sound Control

- . Heating and ventilation equipment should assure draft-free, quiet

operation and comfortable surroundings during all seasons. Research shows that a variation of only two degrees about the desired 72°F (22°C) temperature results in a 20% decrease in learning rate, making a strong case for year-round air conditioning.

- Windows should neither admit distracting light nor hinder space utilization. Light control should include dimmers, down lights, and draperies or darkening shades. When planning lighting, consult professional specifications applicable to areas and their functions.
- Carpeted floors offer the single best method of controlling sound. Acoustically treated ceilings and walls also facilitate sound control. Adequate space between various areas will further eliminate noise.

FURNISHINGS

Furnishings for the media center should be selected with specific activities in mind and arranged conveniently so that the various types of media can be used most effectively. Changing emphases in the program may necessitate different space definition; therefore the design of the space and the selection of the furniture should permit flexible arrangement. When selecting furniture for student use, schools must allow for children's physical differences. Color coordination and furniture arrangement should enhance the center's aesthetic appeal. The Educational Media Committee responsible for media specifications should be involved in the selection and placement of all furnishings.

Shelving for Printed Materials

All shelving should be sturdy and adjustable. Shelves may be wood or steel, double-faced or single-faced. Types and quantities of shelving will depend upon the current size and anticipated growth of the collection, the types of media in the collection, and the manner in which the media are to be shelved--intershelved or by types of media. (NOTE: It is recommended to allow twice the amount of space currently needed.)

Type	Capacity Estimate	Depth	Height
Standard books	30 per 3-ft. shelf	10 or 12 in.	5-6 ft.
Reference books	18 per 3-ft. shelf	12 in.	5-6 ft.
Picture books*	40 per 3-ft. shelf	12 in.	42 in.
Periodicals	3-4 per 3-ft. shelf	16 in., slanting	5-6 in.

*These need ½" wide partitions or dividers, 5 in. high and spaced 7-8 in. apart on each shelf.

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*These need $\frac{1}{2}$ " wide partitions or dividers, 5 in. high and spaced 7-8 in. apart on each shelf.

Tables, Chairs, and Carrels

Although round tables are aesthetically pleasing, they provide less usable working surface. The new trapezoidal tables lend themselves to flexible grouping. Standard 3' x 5' rectangular tables provide sufficient working surface for only four students. For adequate, comfortable use a minimum of five feet of floor space should be allowed between all types of tables with their accompanying chairs. Chairs with curved backs and saddle seats are more comfortable.

The visual barrier on a carrel should be above the eye level of an average-sized student when seated. Carrels used with audio equipment, rear projection devices, etc., require special electrical provisions which lessen flexibility. Adequate lighting on work surfaces should be provided.

Recommended Dimensions

	<u>Type</u>	<u>Elementary</u>	<u>Secondary</u>
Carrels:	depth	24 inches	24 inches
	height	25-28 inches	29 inches
	width	36 inches	36 inches
Tables:	height (all types)	25-28 inches	26-29 inches
	length (rectangular)	60-72 inches	60-27 inches
	width (rectangular)	36 inches	36 inches
	diameter (round)	42 inches	42-48 inches
Chairs:	height	14-16 inches	16-18 inches

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Chairs:	height	14-16 in.	16-18 in.

Specialized Furniture and Equipment

Some types of specialized furniture and storage units requiring special consideration follow:

Card catalog and shelf-list cabinets	should be at a comfortable height for the average user; purchase standard "add-on" units from a reliable library furniture company
Atlas stand	30" wide x 27" deep x 44" high with slanted tops
Charging desk	sometimes referred to as a circulation desk; composed of interchangeable units; (select one most useful to local situation) a 3' x 6' desk is sometimes adequate for a small media center, should be equipped with charging trays for filing circulation cards and drawer space for

	storing circulation supplies; a standard, elementary school charging desk should be no more than 27" to 29" high.
Dictionary stand	22" wide x 16" deep x 44" high; revolving table-top stand will suffice for elementary schools
File cabinets	legal-size with pendaflex frames and hanging folders for convenient, accessible storage of pamphlets, clippings, small pictures, folded maps, other ephemeral materials, and transparencies. However standard legal size file cabinets will do or can be converted to pendaflex.

Because specifications for furniture to display nonprint materials are not to standard as those for traditional library furniture, none are included. However, a variety of specialized shelving, cabinets, and storage containers are commercially available for most types of media. Some storage suggestions follow:

Filmstrips (silent)	Open-track rather than pigeonhole storage preferred. Store in filing boxes for integrated shelving.
Filmstrips (sound)	Stand boxes upright on regular 12" or 16" shelving. Place units in file boxes for integrated shelving.
Slides	Add-on storage cabinets; notebooks, or trays
Disc recordings	Bins or picture book shelving
Tape recordings	Cartons on shelves; cassettes in notebooks Special cabinets available commercially
Microfilm, 8mm loop, and videotape	Cartons on open shelves; add-on storage cabinets available commercially

Production Equipment and Furniture

Any instructional program requires a great number of locally produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for media professionals or teachers to prepare their own materials.

Space and equipment needed for a production area in the media center will depend upon each school's program and needs. Work space should be provided for making such teaching aids as charts, flannel board

materials, posters, slides, overhead transparencies, laminated prints, and displays.

Essential production-area furniture includes a work table, drawing table, typewriter table, shallow-drawer slide file, cabinet with shallow drawers (30" x 40") for poster papers, cardboard, and similar materials, and cupboards for storing paint and other supplies used in making simple visuals for the classroom.

From:

Guidelines for Library Media Programs in Oklahoma
Oklahoma State Department of Education
Library and Learning Resources, 1977.

Concepts for Effective Floor Plans of the Library Media Center

- . Determine the number and type of activities for which space must be provided.
- . Consider the philosophy, goals and objectives of the library media center.
- . Consider the unique need for use of water, electricity, light, storage, furniture and flooring for each activity.
- . Consider noise level and distraction level of each activity.
- . Consider safety measures and hazards of each activity.
- . Look at the total space in regard to number and types of activities.
Some areas may have to serve double duty.
- . Assess number of doors, windows, fixed shelving, electrical outlets and other immovable objects.
- . Assess the types and numbers of people involved in each activity area visualizing their usual traffic patterns. Look for crossing of traffic and where this occurs. Attempt to eliminate as much of this as possible.
- . Assess what changes can be made in permanent structure or fixed objects and whether they can be accomplished immediately or in the future.
- . Consider the daily operations which take place in the library media center.
- . Consider shelving and shelf arrangement.
- . Consider supervision of areas.
- . Consider display areas.
- . Consider ease of use and promotion of independent use.
- . Look for improved placement of activity areas.
- . Look for areas that could serve a double function.
- . Consider the effect the traffic pattern will have on the different groups of users.
- . Consider the effect the arrangement will have on user behavior and attitude.
- . Try for maximum convenience although it is not perfection.
- . List items that can be added or removed.
- . Be innovative.

Tips for Efficient Arrangement of the School Library Media Center

1. The reference section should be a quiet area close to the card catalog and indexes. Rectangular tables are better for this area than round tables which are more conducive to conversation. Study carrels should also be used in this area. If possible the nonfiction section should be easily accessible to this area as should be the information file. Traffic to back issues of periodicals is also a consideration.
2. The current magazine area is a noisy area because it tends to attract the browsers. This area also requires more supervision.
3. The fiction area should have comfortable furniture conducive to reading. It should also have good lighting as should all reading areas.
4. Lighting should be considered in the placement of free standing shelves. Also, visual control should be considered.
5. Electricity is essential to the audiovisual area. Beware of cords that can become hazards.
6. The number of shelves in each section will make a difference in deciding the placement of areas such as fiction, reference, nonfiction, etc. The breaking up of Dewey Classifications could pose a problem. Aim for ease of use and efficiency.
7. Give careful deliberation to the placement of the library media specialist's desk, the card catalog and the circulation desk. The circulation desk should be close to the door. Remember it will gather many persons around it as will the card catalog. The card catalog should be located close to the reference section but still convenient to other users. Indexes such as Reader's Guide should be close to the card catalog.
8. Use keys to the center that will aid independent use such as a large visible floor plan, large signs for each section, list of magazines available and back issues information. The latter should be kept with indexes.
9. Display cases and bulletin boards should be placed where they have maximum visibility.

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10. The library media specialist's desk should provide for maximum visibility to allow for user service. It will also increase supervision possibilities when at the desk. The shelf list should be close to save steps.
11. Make maximum use of each space. Capitalize on defects of the floor space.
12. Use free standing shelves, display cases, dictionary stands, filing cabinets, etc. for dividers.
13. Avoid excessive traffic through quiet study areas.
14. All materials to be used by students should be easily accessible to them unless there is a supervisory concern.
15. Remain conscious of safety by considering possible hazards.
16. Use imagination. Don't be afraid to try out new ideas.

Floor Planning Kits

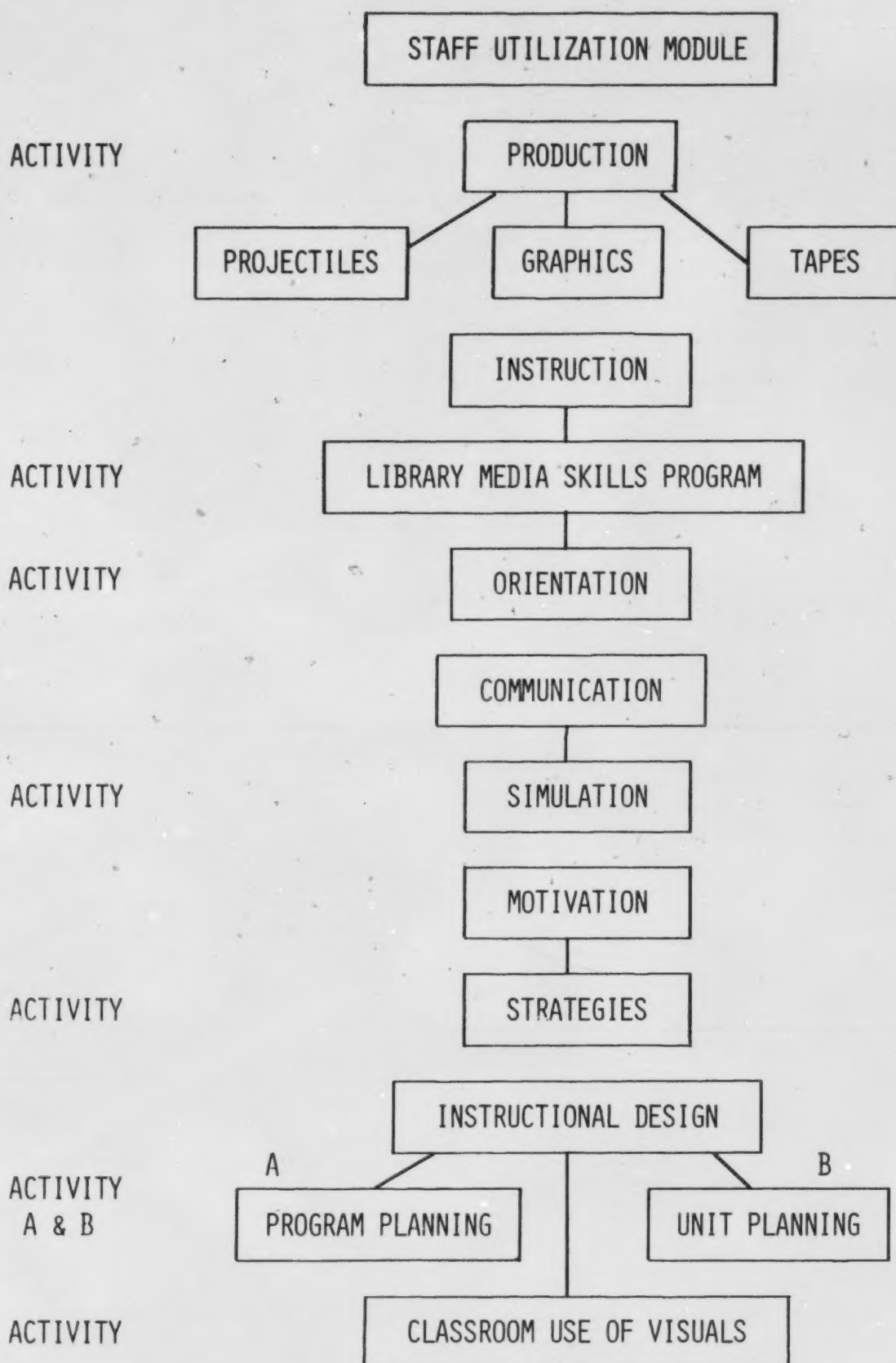
Prepare the necessary number of large envelopes containing various pieces of library media center furniture in different shapes and sizes. Dimensions may be obtained from furniture supplier catalogs. These pieces can be cut from cardboard or any other material that will keep its shape, lay flat and can be easily cut with scissors. Include a pair of scissors and extra material so that representative pieces can be cut on site if needed. Be sure enough pieces are provided. An extra envelope with a variety of pieces will be helpful. Use a scale of (1') one foot equals ($\frac{1}{4}$ ") one-fourth inch. The pieces should be labeled with name of unit and dimensions.

Example:

table

15" x 72"

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STAFF UTILIZATION OF THE LIBRARY MEDIA PROGRAM

A variety of materials and resources is needed to help students understand and interpret today's world and their role in it. No person, textbook, nor any one form of media can provide all the information to meet all the needs. Therefore, it is essential that supplementary resources be available through the library media center. The library media center has the responsibility to provide to the administration, the staff, the students and the community the following:

1. Communication - It is important to create an awareness and an interest in the library media program, and to develop cooperation between and among these groups in order to promote effective service and increase the benefits of the educational program.
2. Orientation - The library media center staff should provide instruction in and orientation to the use of the center's resources.
3. Information - The library media center staff should keep the groups informed as to the center's holdings and new additions to the program or to the resources.
4. Coordination - The different groups of the school community should be involved in coordinating the library media program to the curriculum and to the educational goals of the school.
5. Production - The library media center staff should assist in the production of materials for educational use.

STAFF UTILIZATION

PRODUCTION

WHAT

PRODUCTION AND UTILIZATION OF
TRANSPARENCIES
LAMINATED MATERIALS
FILMSTRIPS
SLIDE TAPE PRESENTATIONS

WHY

SCHOOL PERSONNEL CAN KEEP CURRENT IN INSTRUCTIONAL TECHNOLOGY, TECHNIQUES, AND UTILIZATION THROUGH LOCAL PRODUCTION OF AUDIOVISUAL MATERIALS FOR CLASSROOM USE OR FOR ASSISTING WITH STUDENT PRODUCTION.

WHO

ADMINISTRATORS
TEACHERS
PARAPROFESSIONALS
LIBRARY MEDIA PERSONNEL

WHEN

INSERVICE TRAINING IN MEDIA PRODUCTION AND UTILIZATION FOR SCHOOL STAFF CAN BE ACCOMPLISHED DURING FACULTY PLANNING TIME, A WORKSHOP MEETING, OR A PROFESSIONAL DAY WORKSHOP.

WHERE

IN THE PRODUCTION AREAS OF THE SCHOOL LIBRARY MEDIA CENTER OR IN A LARGE ROOM WITH SINKS AND RUNNING WATER, PLENTY OF WORK SPACE, EQUIPMENT AREAS AND ELECTRICAL OUTLETS FOR EQUIPMENT.

HOW

→
TURN THE PAGE

STAFF UTILIZATION

PRODUCTION

AIM

PROVIDES IDEAS FOR MEDIA PRODUCTION AND
UTILIZATION
DEMONSTRATES SIMPLE PRODUCTION METHODS
SUGGEST WAYS TO USE THE LIBRARY MEDIA RESOURCES
CREATIVELY
ENCOURAGE TEACHERS TO USE PRODUCTION OF AUDIO-
VISUAL MATERIALS AS STUDENT PROJECTS.

PURPOSE

INFORMATION
MOTIVATION
PROCESS SKILLS

MATERIALS

HANDOUTS:

TIPS FOR SIMPLE SLIDE PRODUCTION USING THE
KODAK VISUAL MAKER
MAKE YOUR OWN FILMSTRIPS
FILM MAKING WITHOUT A CAMERA

REFERENCES:

USING INSTRUCTIONAL MEDIA. JAMES S. KINDER,
NEW YORK: VAN NORSTRAND CO.

A SYSTEMATIC APPROACH TO INSTRUCTIONAL MEDIA
COMPETENCY. KENNETH KING, ET. AL, ED.,
DUBUQUE, IOWA: KENDAL/HUNT PUBLISHING CO.

TURNING KIDS ON TO PRINT USING NONPRINTS.
JAMES L. THOMAS. LITTLETON, COLORADO:
LIBRARIES UNLIMITED, INC.

AV INSTRUCTION: MEDIA AND METHODS. JAMES
W. BROWN. ET. AL, ED., NEW YORK: MCGRAW
HILL.

MATERIALS
CONTINUED

EXPANDING MEDIA. DEIRDRE BOYLE, ED.
PHOENIX, ARIZONA: ORYX PRESS.

DIRECTIONS

—————→
TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Utilization

Production of visuals can often be done conveniently and at little cost by providing space in the library media center or in a nearby room and collecting equipment already in the building if a production area is not already developed. Production of transparencies, filmstrips, slides and tapes, etc. are practical since the equipment for use is often available, easily maintained and operated.

Most teachers utilize audiovisuals in class instruction. In many teaching situations, there may be some real advantages to producing materials locally. In this activity library media specialists, teachers, and paraprofessionals can produce simple audiovisual materials. Locally created instructional materials can increase the suitability of content and provide variety in teaching, however, these audiovisual materials should be carefully designed with specified teaching objectives in mind.

Discussion

The Trainer should present the following questions to the group regarding the utilization of the materials they have produced:

1. How will the transparencies, filmstrips, slide tape productions, or other visuals aid learning?
2. Do they develop the appropriate skills and knowledge?
3. Are they at the appropriate difficulty level?
4. Will the program meet your objectives?
5. Will it be cost effective?

Each kind of still projection has its own unique characteristics and techniques for use that must be considered in teaching. Following a general discussion of the use of audiovisuals, the group may form subgroups to consider these characteristics. A stations approach may permit teachers or library staff experts in the use of audiovisual materials to lead small group discussions and demonstrate use. Stations approach may also be used by the faculty on their planning time, permitting choice of transparency use, use

of graphics, slide tapes or filmstrips. Stations can also be included for any other audiovisual materials produced.

Transparencies

Transparencies can be used to present information to either small or large groups. The Trainer can face the group at all times to demonstrate how to use transparencies.

The revelation technique allows information to be presented sequentially. Overlap with or without color can be used to develop the basic idea. Progressive disclosure of material can be accomplished by covering part of the material with a paper moving it to disclose different portions of the transparencies. This also allows the presenter to read ahead since the writing will show through the paper. Notes for the presentation can be made on sides of the mount.

The overhead projector is easily operated and can be used in ways that require little production. The Trainer can demonstrate writing on the clear film with a grease pen. Objects may be projected. Pointers can be used with charts and other projected images to provide emphasis.

Transparencies are permanent. They can be easily filed and stored in folders or boxes. Some processes for organizing transparencies may be shown.

Different techniques can be shown using example transparencies to demonstrate ways to add interest to a presentation. In doing this, the Trainer can explain that in using the overhead projector, a teacher may present material and discuss material while facing the class at all times.

Laminated Materials

The Trainer can display various kinds of graphic materials - charts, graphs, posters, photographs, drawings, etc. that can be used to describe or inform. Graphics may be organized in a resource file or information file. They should be laminated first to add to their life.

Graphics can attract attention and communicate content. Again it is important for the Trainer to emphasize that care be taken in producing or selecting graphics that are suitable to the teaching purpose. Graphics are

inexpensive. Materials for graphics are readily available and they can be easily laminated. These can be laminated on a Dry Mount Press or by hand using contact paper. Graphics provide variety to instruction and can be viewed individually and by the group.

Filmstrips

Production of filmstrips can be accomplished with or without a camera. Filmstrips can be used with a group or individually, and they have the advantage of retaining proper sequence when used with supervision. Projection rate is controlled and the filmstrip projector is simply operated. Filmstrips are easy to use and may be used with recorded materials.

The Trainer may demonstrate the use of filmstrips by showing a filmstrip or having group members show some filmstrips they have produced.

Slide Tape Presentations

Slides can be produced with a 35mm camera "live" or from books or periodicals with a visual maker. Colorful slides can also be produced without a camera from magazines using the lift process and contact paper. Slides can be easily rearranged for different presentations or revised to add new or more current material.

Slides and filmstrips can be synchronized with prerecorded tapes with an inaudible pulse to advance the image or an audible signal where automated equipment is not available. Tapes are inexpensive and easily produced with cassette or reel-to-reel equipment. They are reusable and can be easily duplicated. When a tape is not used, pictures can provide visual cues for the narrator. Remember in a slide tape presentation pacing and timing is important in order to keep audience attention. A slide presentation may be arranged for individual use.

To produce good audiovisual materials, careful design and quality materials are necessary. For effective use, preplanning should include consideration of objectives described earlier. The audience may need some review or introduction to the presentation and follow-up activities may be provided. Good projection conditions are also necessary to the successful use of media. Instructions and procedures may be obtained from the references given. Use the handouts to illustrate methods.

TIPS FOR SIMPLE SLIDE PRODUCTION USING THE KODAK VISUAL MAKER

Planning

1. Decide on objective. Do not try to take on too big a subject. Your objective can describe a skill or task that the student should be able to perform or information to be learned or attitudes to be changed.
2. List each procedure or point you want to include.
3. Use a story board to map out desired visuals and narration.

Preparing the Art Work

1. Black, deep red, blue, green and brown photograph well. White can cause glare and pastels tend to look "washed out". Experiment with different textures and colors to add interest to background.
2. Use a little frame to provide finishing touches and answer questions. The fewer words, the better.
3. Use imagination for lettering. Good and easy methods of lettering include dry-transfer, three-dimensional, plastic, stencil, chalk on black paper, Speedball pens and typing.
4. Keep art work simple and bold. A clear easily understood graphic that communicates your ideas is the best choice.
5. Mask materials that are smaller than the copy stand. ($7\frac{1}{2}$ " for large stand, $2\frac{3}{4}$ " for small stand.) The opening of the mask should be slightly smaller than the picture. You can also use overlapping L-shaped pieces of card stock.

Preparing the Slides

1. Take the picture. Slide photography can range from the very simple Visual Maker to complex camera and lighting techniques. Students and teachers with limited time and equipment can make effective slide programs with simple methods.
2. Use horizontal format if possible. Don't mix horizontal and vertical.
3. Have only one subject or center of interest to each slide. Vary camera angle. Keep background simple.
4. Process film. For the amateur, commercial processing is best.
5. Edit slides. Examine completed slides to select those of highest quality that fits your script.

6. Make selections and assemble the slides in order.
7. Mount slides in cardboard frames, plastic mounts or glass plates. Protect the surface of the slides from fingerprints.

Narrative

1. Narration can be read for script or given informally as slides are presented.
2. Narration can be recorded on cassette with an audible or inaudible signal to indicate slide changes.
3. Type narration triple-spaced and mark with cueing and special emphasis.

Subject Material

There is no limit to specific subjects that can be photographed, but to get your imagination started, here are a few examples:

Science

- Small biological specimens
- Crystal formations
- Leaves

English

- Elizabethan costumes
- Stage sets

Social Studies

- Section of map, globe or newspaper
- Courtroom scenes, police station or other public facilities

Math

- Diagram of drawings showing early uses of geometry

Safety

- Hazardous conditions

MAKE YOUR OWN FILMSTRIPS

Mix a solution of 1 cup Clorox and 1 cup water in a jar. Dip an old filmstrip into the mixture until the filmstrip comes out clear. Dry with a paper towel.

Magic markers, felt-tip pens, colored pencils or crayons may be used for drawing and for writing on filmstrips. Be sure to leave about 5 or 6 frames for a "leader". It is advisable to plan your production using the storyboard technique with frames drawn to correct size.

Have students use these filmstrips for class projects. Teachers may use them also in various subject areas. Cassette tapes may be produced to accompany the filmstrips.

FILM MAKING WITHOUT A CAMERA

by Nick Kyle

Putnam City Schools
Oklahoma City, Oklahoma

This particular project provides a unique opportunity to expose the student to an area of the Arts he completely takes for granted but rarely understands. Very little is required in the way of motivation as the prospect of creating a motion picture has proved to be a stimulus in itself. Historical development of the Cinema can be imparted along with basic technology to round out the knowledge needed to initiate production.

The basic process entails drawing, painting, and scratching images directly onto the surface of clear 16mm film. By establishing frame registration one is able to achieve stationary images as well as the appearance of movement. Color mass and line movement provide infinite variations and are most stimulating. This particular project can be utilized on most grade levels by the instructor assuming more or less of the technical processes. The key to a successful film is experimentation.

THE PROCESS

1. Introduction and Motivation

- A. Prepare and run a short film strip.
- B. Either by information sheet or lecture discuss the development of the Cinema as an industry and Art form.
- C. Emphasize the needed technical information and care of film during production.

2. Film Stripping

- A. Distribute strips of film to students. Ten to twenty feet per student is desirable for experimentation, but less may be used depending upon facilities of your program and availability of film.
- B. Roll film around cardboard tubing acquired from paper towel rolls that have been divided into lengths of several inches.
- C. Prepare several containers of commercial bleach of sufficient depth in which to immerse the roll of film after it has been removed from the tubing. Allow the film to soak, stirring occasionally, until the dark emulsion is dissolved. WARNING: provide adequate ventilation during this step in the process as the fumes are quite strong.

- D. Remove the film and rinse thoroughly with tap water. Dry with soft, lint-free cloth or paper towel. Insure removal of all water spots and re-roll on tubing.

3. Frame Registration

- A. Lay a portion of the film strip on a 12 x 18 piece of paper and place dots through the perforations along the edges of the film. This establishes individual frames between the dots. Twenty-four frame lengths allow a good reference for time on film as an image to be projected for one second on the screen must be repeated 24 consecutive times when run at sound speed.
- B. When images or lettering are used, care must be taken in placing the images on the correct side of the film. When using silent film (sprocket holes on both sides of film) either side may be used as long as the same side is used consistently. When using sound film (sprocket holes on one side of film), the image or lettering can be placed normally in each frame, the sprocket holes on the left side with the sequence running from top to bottom.

4. Application

- A. Transparent colored lacquers can be applied with brush and provide the greatest color brilliance but have a tendency to chip and peel after repeated runnings. It is recommended that lacquers not be used for background coloring but only for small details. Care must be taken to apply lacquers thinly so they will pass through the projector.
- B. Magic Markers can be applied over lacquers but lacquer residue retards the flow of fluid on the marker tip. Sharpie markers provide good color and are the most suitable for thin line work. India ink by clear sprays and, in some cases, create an interesting texture, especially over lacquers.
- C. Collage utilizing transparent materials can be effective but may not pass through a projector causing the film to break or hang and burn.
- D. The liquid Crystalcraze provides some very interesting visual effects, drying time is short, and adheres well to film. Applications of lacquers and crystalcraze will dissolve previously applied marker color. Markers and inks provide good effects over crystalcraze.
- E. Myston spray covers acetate with a matte finish that will accept water base colors or inks. Scratching into the emulsion or through the applications opens another source of line. When applying images or words, only the area between the sprocket holes is projected.
- F. Drawing on 35mm film, which is four times larger than 16mm, enables one to make more specific drawings. The 35mm film is then sent to a film processor to make a 16mm print.

5. Editing and Splicing

- A. Finished strips are edited and spliced. Individual student strips may be spliced in a continuous loop for continuous running. Upon completing this step, a sound track may be recorded on tape for

added viewing pleasure. Another departure might be to use a certain piece of music as a source of inspiration for the film. Take care in examining and repairing all broken sprocket holes and poor splices.

6. Film Care

- A. Provide a place for hanging wet strips until slower drying applications are completely dry. Allow lacquers to dry at least 24 hours before re-rolling film.
- B. Protect strips throughout the process from dirt or dust as this is greatly magnified on the screen.
- C. Test strips can be run through the projector for evaluation during the application process. Make sure strips are dry before running through projectors to prevent buildup deposits on hard to clean areas.

7. Materials and Equipment

- A. Discarded or exposed 16mm film. This may be obtained from film processors or athletic departments' old football films. Clear or black leader film can be purchased for several cents a foot.
- B. Commercial bleach, containers, tongs or gloves to retrieve film after cleaning, and drying cloth or paper towels.
- C. Carter's Magic Markers, Sanford's Sharpie Markers, Colored lacquers (waterbase or regular), dyes, clear lacquer sprays, Pelikan Inks (type-T), Myston Spray, Crystalcraze, Grumbacher Inks.
- D. 16mm projector, Film Splicer, Film Editor (can be easily made).

8. Bibliography

Motion Pictures: The development of an Art From Silent Film to the Age of Television. A.R. Fulton. University Press, Norman, Oklahoma: Copyright 1960.

The Arts: Man's Creative Imagination. Editorial Board: Barry, Bronowski, Fisher, Huxley. Doubleday & Co., Inc. Garden City, New York: Copyright 1964.

School Arts Magazine. Vol. 67, No. 7, March 1968. Creative Motion Pictures: Jay D. Kain. pp. 20, 21.

Teching Film Animation to Children. Yvonne Andersen. Van Nostrand Reinhold Co., New York: Copyright 1970

STAFF UTILIZATION

INSTRUCTION

LIBRARY MEDIA SKILLS PROGRAM

WHAT

A SEQUENTIAL LIBRARY MEDIA SKILLS PROGRAM SHOULD BE A PART OF THE INSTRUCTIONAL PROGRAM K-12. THE SKILLS SHOULD BE TAUGHT COOPERATIVELY BY THE TEACHER AND THE LIBRARY MEDIA SPECIALIST.

WHY

LEARNING TO USE LIBRARY MEDIA RESOURCES EFFECTIVELY WILL ENHANCE THE STUDENT'S EDUCATIONAL EXPERIENCE AND PROVIDE ESSENTIAL SKILLS FOR LEARNING. A LIBRARY MEDIA SKILLS PROGRAM SHOULD BE COOPERATIVELY PLANNED SO THAT THE SKILLS TAUGHT IN THE CLASSROOM ARE REINFORCED IN THE LIBRARY MEDIA CENTER.

WHO

LANGUAGE ARTS TEACHERS AND LIBRARY MEDIA SPECIALISTS SHOULD WORK TOGETHER IN THIS ACTIVITY. THE BUILDING ADMINISTRATOR COULD ALSO BE INCLUDED. THIS COULD BE A BUILDING ACTIVITY OR A DISTRICT ACTIVITY.

WHEN

THIS ACTIVITY SHOULD BE CONDUCTED AT THE END OF THE SCHOOL YEAR, DURING THE SUMMER, OR DURING THE WORK WEEK BEFORE THE SCHOOL YEAR BEGINS IN ORDER TO PLAN FOR THE COMING SCHOOL YEAR. THIS ACTIVITY MAY BE PART OF A WORKSHOP AND SHOULD TAKE FROM ONE TO TWO HOURS.

WHERE

ANY CONFERENCE ROOM LARGE ENOUGH TO
ACCOMMODATE THE GROUP CAN BE USED. THE
ROOM ARRANGEMENT MUST ALLOW FOR SMALL GROUP
WORK.

HOW

—————→
TURN THE PAGE

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ACTIVITY

STAFF UTILIZATION

INSTRUCTION

LIBRARY MEDIA SKILLS PROGRAM

AIM

PROVIDE FOR COOPERATIVE PLANNING OF A
COORDINATED LIBRARY MEDIA SKILLS PROGRAM.
PROVIDE INFORMATION ON THE SKILLS INCLUDED
IN THE PROGRAM AT EACH GRADE LEVEL.

PURPOSE

COMMUNICATION
COORDINATION
COOPERATION
INFORMATION
PROGRAM DEVELOPMENT

MATERIALS

REFERENCES:

EDUCATING THE LIBRARY USER BY JOHN
LUBANS, JR. (NEW YORK: BOWKER
CO.) PP. 22-24, 34-35, 42-45,
166-167.

EFFECTIVE CENTRALIZED LIBRARY SERVICE IN
ELEMENTARY SCHOOL BY MARY GAVER
(NEW BRUNSWICK: RUTGERS UNIVERSITY
PRESS) PP. 176-203; 230-247.

THE SCHOOL LIBRARY; A FORCE FOR EDUCATIONAL
EXCELLENCE BY RUTH ANN DAVIES (NEW YORK:
BOWKER CO.) 1969.

EXAMPLES:

LIBRARY SKILLS BY THE CALIFORNIA ASSOC.
OF SCHOOL LIBRARIANS REV. ED. (FEARON
PUBLIC, INC. BELMONT, CALIFORNIA) 1973.

THE "NOW" LIBRARY MEDIA CENTER BY
MARY MARGRAVE. (ACROPOLIS BHO.
LTD., WASHINGTON, D.C.) 1973.

- * ADOPTED TEXTS IN USE BY THE SCHOOL DISTRICT WHICH INCLUDE SECTIONS ON LIBRARY SKILLS AND LIBRARY MEDIA UNITS OR WORKBOOKS USED BY THE LIBRARY MEDIA SPECIALISTS.

- * TO BE FURNISHED BY PARTICIPANTS

DIRECTIONS

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TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

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DIRECTIONS

This activity can be used with the Instruction-Orientation activity from the Staff Utilization Module. The Awareness activity from the Long Range Planning Module can also be used.

The format for this activity is a planning session. The result of the meeting should be a schedule for a sequential and developmental library media skills program for the district. If this is a small district activity, it should be preceded by a building level inservice at which a plan for those grade levels is developed followed by an inservice at the building level for the following grades so that a developmental program could be formulated. If it is a larger district, the teachers and library media specialists might want to meet by the various grade levels.

Inform the participants prior to the meeting that they are to bring their texts if it includes a unit on Library Media Skills. The library media specialists are to bring their Library Media Units if these exist.

The group is to develop objectives for the Library Media Skills program. The references can be used to present necessary information. Instruct the group to think in terms of which skills should be taught at which grade level.

Group consensus should be reached on the following:

1. Skills to be taught or reinforced at each grade level.
2. Where the skills are to be taught and by whom. If they are taught in the classroom by the classroom teacher, they must be reinforced with meaningful activities in the library media center.
3. What techniques are to be used to accomplish the learning of Library Media Skills. (Self-programmed instruction, contract teaching, video-tape, etc.)
4. How often and how long the instruction will last.
5. What type of schedule will be needed to insure that each child receives the instruction.
6. What type of evaluation will be used. (Pre-test, post-test, other.)
7. What type of supplementary materials will be used and how will they be purchased.

Appoint a recorder to take notes of the proceedings. These are to be printed and distributed later. Facilitate the group's decisions by offering guidelines or suggestions. Remind the participants that administrative support for the program is essential. Also emphasize that the success of the program will depend on the support of the entire teaching staff. Unpracticed skills are forgotten.

Evaluation of this session can be accomplished by having the school or district send the Trainer a copy of the Library Media Skills program that will be implemented. Follow-up visits can also offer evaluation by observation of the implemented program.

STAFF UTILIZATION

INSTRUCTION ORIENTATION

GENERAL INSTRUCTIONS TO TRAINER

WHAT

BOTH TEACHERS AND STUDENTS SHOULD HAVE AN ORIENTATION TO THE LIBRARY MEDIA CENTER IN ORDER TO BECOME FAMILIAR WITH THE ARRANGEMENT OF THE RESOURCES AND THE RESOURCES THEMSELVES. METHODS FOR CONDUCTING THIS ORIENTATION ARE INCLUDED IN THIS ACTIVITY.

WHY

IN ORDER TO PROMOTE EFFECTIVE USE OF THE LIBRARY MEDIA CENTER, THE USER SHOULD BE INSTRUCTED IN USE OF THE LIBRARY MEDIA MATERIALS AND THE ARRANGEMENT OF THESE MATERIALS. THE ORIENTATION SHOULD ALSO COVER POLICIES AND PROCEDURES REGARDING THE USE OF THE RESOURCES.

WHO

TEACHERS AND LIBRARY MEDIA SPECIALISTS SHOULD PARTICIPATE IN THIS ACTIVITY. THE BUILDING PRINCIPAL COULD ALSO BE INVOLVED.

WHEN

THIS ACTIVITY SHOULD BE CONDUCTED BEFORE THE SCHOOL YEAR BEGINS IN ORDER TO ALLOW THE LIBRARY MEDIA SPECIALISTS AND TEACHERS TIME TO PLAN AND PREPARE FOR THE STUDENTS' ORIENTATION. THIS ACTIVITY TAKES ONE HOUR AND CAN BE CONDUCTED AS A PART OF A WORKSHOP, A FACULTY MEETING, OR PART OF THE PRE-SCHOOL SESSIONS.

WHERE

SINCE THIS ACTIVITY CAN SERVE AS A PART
OF THE TEACHER'S ORIENTATION IT IS BEST
TO HOLD THE SESSION IN THE LIBRARY MEDIA
CENTER.

HOW

→
TURN THE PAGE

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STAFF UTILIZATION

INSTRUCTION
ORIENTATION

AIM

PROVIDE AN ORIENTATION FOR THE TEACHERS
IN ORDER TO FAMILIARIZE THEM WITH THE
LIBRARY MEDIA CENTER, ITS RESOURCES AND
POLICIES.

PROVIDE INFORMATION ON VARIOUS METHODS OF
ORIENTING THE STUDENTS TO THE LIBRARY
MEDIA CENTER.

SUGGEST VARIOUS METHODS OF EFFECTIVELY
UTILIZING THE LIBRARY MEDIA CENTER
RESOURCES.

PURPOSE

ORIENTATION
INFORMATION
COMMUNICATION
COOPERATION
COORDINATION
PLANNING
PROCESS SKILLS

MATERIALS

ANY RESOURCES THAT MAY BE AVAILABLE SUCH AS
A SLIDE-TAPE PRESENTATION OR A VIDEO-TAPE
PRESENTATION PRODUCED BY A SCHOOL FOR THE
PURPOSE OF ORIENTING USERS TO THE ARRANGE-
MENT OF RESOURCES IN THAT PARTICULAR LIBRARY
MEDIA CENTER.

THE AWARENESS ACTIVITY FROM THE LONG RANGE
PLANNING MODULE CAN BE USED AS AN INTRODUC-
TORY ACTIVITY PRIOR TO THIS SESSION.

**MATERIALS
CONTINUED**

THE ACTIVITY ON DEVELOPING A HANDBOOK FOR THE LIBRARY MEDIA CENTER FROM THE ORGANIZATION AND ARRANGEMENT OF THE LIBRARY MEDIA CENTER MODULE MAY BE USED IN CONJUNCTION WITH THIS ACTIVITY.

ANY OF THE OTHER ACTIVITIES UNDER THE STAFF UTILIZATION MODULE CAN BE USED TOGETHER.

DIRECTIONS

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TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

If other activities are used, time should be allow for them. The format of this activity is a planning session. Prior to the inservice, a pre-visit should be made to assist the library media specialist in planning the orientation for the staff. The orientation should cover the arrangement and location of materials in the center. Time can be taken to explain some of the special materials or collections. Time should also be allowed for browsing. This could also double as a break. To provide a relaxed and friendly atmosphere, refreshments could be served. Handouts could be prepared listing the audiovisual equipment available and services offered by the center. The orientation could be in the form of a video-tape or slide-tape presentation. This requires preparation time so several months should be allowed for planning.

After the break, prepare the group for discussion by presenting ideas such as the following:

1. Which students should receive the orientation to the center; new students or all students?
2. When should the orientation take place? How much time should be allowed?
3. How will the orientation be scheduled?
4. What type of presentation will be most effective?
5. What type of follow-up activities should be planned?
6. Is any follow-up needed during the year?

Allow 20 minutes for discussion and resolution of these questions. The library media specialist should serve as recorder. The last 10 minutes should be used for scheduling and formulation of plans. If finalizing of plans is not accomplished, the library media specialist should follow-up by completing the plans for orientation within the next day or two while the topic is still fresh on the mind of the staff and building administrator.

The Trainer should serve as facilitator and moderator offering suggestions and ideas as necessary.

STAFF UTILIZATION

COMMUNICATION SIMULATION

WHAT

THIS SIMULATION ACTIVITY PROVIDES FOR AUDIENCE PARTICIPATION IN AN EXERCISE ILLUSTRATING THE VALUES OF ONE-WAY AND TWO-WAY COMMUNICATION.

WHY

EDUCATION IS COMMUNICATION. THE SUCCESS OF THE LIBRARY MEDIA PROGRAM DEPENDS ON THE EFFECTIVENESS OF THE COMMUNICATION AMONG THE GROUPS INVOLVED, LIBRARY MEDIA STAFF, TEACHERS, ADMINISTRATORS AND STUDENTS. THE APPROPRIATE USE OF ONE-WAY AND TWO-WAY COMMUNICATION IS ESSENTIAL.

WHO

TEACHERS, ADMINISTRATORS AND LIBRARY MEDIA STAFF SHOULD BE INVOLVED IN THIS ACTIVITY.

WHEN

THIS ACTIVITY CAN BE CONDUCTED AS AN INTRODUCTORY ACTIVITY TO OTHER ACTIVITIES WHICH INVOLVE THE ENTIRE STAFF OR IT CAN BE THE FOCUS OF A WORKSHOP OR FACULTY MEETING. THE ACTIVITY TAKES ONE HOUR AND A HALF.

WHERE

A ROOM LARGE ENOUGH TO ACCOMMODATE THE GROUP SEATED AT TABLES SHOULD BE USED. THE ABILITY TO BE CLEARLY HEARD IS ESSENTIAL.

HOW

—————→
TURN THE PAGE

STAFF UTILIZATION

COMMUNICATION
SIMULATION

AIM

DEMONSTRATE USES AND EFFECTS OF ONE-WAY
AND TWO-WAY COMMUNICATION
OBSERVE THE EFFECTS OF THE PROCESS OF
COMMUNICATION IN TERMS OF ACCURACY AND
ATTITUDES

PURPOSE

OBSERVATION
COMMUNICATION
LISTENING
PROCESS SKILLS

MATERIALS

THESE MATERIALS ARE TAKEN FROM:
GROUP PROCESS SKILLS
COLLECTION OF EXERCISES AND INSTRUCTION FOR
ADMINISTRATION
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
PORTLAND, OREGON, JULY 1974.
(THE HANDOUTS AND DIRECTIONS HAVE BEEN INCLUDED
IN THIS ACTIVITY EXACTLY AS WRITTEN.)

DIRECTIONS

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TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

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EXERCISE 16

One-Way/Two-Way Communication

90 minutes

Purpose: To highlight the process of communication. To demonstrate the uses and effects of two types of communication. To study communication in terms of accuracy, time required and attitudes.

Setting: Demonstrates uses and effects of one-way communication, two-way communication. It requires the assistance of 3 persons from the group: communicator and two observers.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Contribute to group's self awareness		Communication	

Procedure:

1. Provide input on communication by involving participants in a discussion of the meaning and need for effective communication in cooperative effort and group enterprise. The Trainer should bring out the following points:
 - a. Communication may be viewed in terms of the content--the message sent.
 - b. Communication may be considered in terms of direction. It may be one-way ($A \rightarrow B$). It may be two way ($A \rightleftarrows B$) or it may be network ($A \rightarrow B \rightarrow C \rightarrow A$).
 - c. Communication may be considered in terms of intensity of sound or sound interference.

Distribute handout 1 Communication. Allow a few minutes for scanning and comment.

2. Select a communicator and two observers. (The person selected as communicator should be one of the more articulate members of the group who speaks clearly and distinctly.

Distribute handout 2 Instructions to Observers to the two persons you have chosen. Ask one to watch the communicator and the other to watch the participants.

Part I--One-way Communication. Give the communicator handout 3, Diagram of Figures, Part I. Allow him/her to study the drawing while you distribute handout 4, Directions to Participants, Part I.

3. Place your communicator behind a screen or portable blackboard or seated with his/her back to the group. He/she should be easily heard but not seen except by his/her observer. If no screen is available you may wish to have participants seat themselves; communicator should stand behind them as he/she instructs. Situate observer #1 where he/she can see the facial expressions and

physical reactions of the communicator; observer #2 where he/she can see but not distract the participants.

4. Give the signal to begin. Record starting time. Keep time. It may be necessary to caution the group again to ask no questions and to monitor the situation as well as the time. Record the time the communicator completes the directions.
5. Record the information necessary to complete the top portion of the Communications Exercise Record Sheet, Part I. Ask each participant to record the number of rectangles he/she thinks he/she has drawn correctly, and to keep their papers until Part II is completed.
6. Part II--Two-way Communication. Give communicator his/her copy of Handout 5, Communicators Directions, Part II; observers copies of Handout 2. Distribute Handout 6, Directions to Participants, Part II.
7. Position communicator in front of the group. Caution him/her to avoid facial cues and hand movements. Instruct observers to assume their positions. Begin exercise. Record beginning time. Time the exercise. Record time the communicator completes his/her directions to the group.
8. Record the information necessary to complete the top portion of Communications Exercise Record Sheet, Part II. Ask group members to estimate the number of rectangles drawn correctly.
9. Distribute copies of Handout 3, Communicator Directions, Part I to all participants to check accuracy of their drawings. A correct rectangle touches one or two other rectangles at the matching location on the sides of the other rectangles. It should also be oriented vertically, horizontally, or diagonally as on the communicator's page. Solicit from the group information to complete Record Sheet I.

10. Distribute copies of Handout 5, Communicator Directions, Part II to all participants to check accuracy of their drawings. Complete Record Sheet II. (Trainer may wish to have newsprint charts of Record Sheets prepared prior to the session. Post them and have participants tally their estimated and actual scores.)
11. Share and compare the results in terms of time, accuracy, and level of confidence.

Observers report. Encourage the communicator and group members to express their views, feelings, etc., regarding the two parts of the exercise. Allow time to discuss and generalize. The following points are usually brought out:

- (a) One-way communications exercise--the task was accomplished more rapidly to the satisfaction of the communicator and usually at the expense of those receiving the message; the results are less accurate; it is a relatively pleasant experience for the communicator and somewhat frustrating to the group members and the level of confidence of the hearer is lower.
 - (b) Two-way communications exercise--the task should take considerably more time to accomplish; its results should be more accurate. It is generally a rather unpleasant and exasperating experience for the communicator and a much more pleasant one for the other group members and the level of confidence is higher.
12. Discuss what the implications of this exercise are for group members who must communicate with a great many individuals and groups in connection with work assignments and project responsibilities.

13. Distribute Handout 7, One-way and Two-way Communication. Allow a few minutes for scanning and any comments or questions.

Trainer

- Preparation:
1. Read the exercise and all handout materials.
 2. Prepare newsprint charts of trainer sheets--Communication Exercise Record Sheet, Part I and Part II.
 3. Assemble all handout materials, pencils for participants.

- Materials:
1. Handout 1, Communication for all Participants
 2. Handout 2, Instructions to Observers--copies for observers only
 3. Handouts 3 and 5, Communicator Directions--for all participants
 4. Handouts 4 and 6, Directions to Participants
 5. Handout 7, One-way and Two-way Communication

Communication Exercise Record Sheet

PART I ONE-WAY COMMUNICATION

ENDING TIME	_____	MIN	_____	SEC.
BEGINNING TIME	_____	MIN	_____	SEC.
LAPSED TIME	_____	MIN	_____	SEC.

NUMBER OF PERSONS WHO
ESTIMATED THEY DREW:

NUMBER OF PERSONS
WHO ACTUALLY DID DRAW:

4 FIGURES CORRECTLY	_____	4 FIGURES CORRECTLY	_____
3 " "	_____	3 " "	_____
2 " "	_____	2 " "	_____
1 " "	_____	1 " "	_____
0 " "	_____	0 " "	_____

NUMBER OF GROUP MEMBERS WHO DREW FIGURES APPROXIMATELY THE SAME SIZE AND
SHAPE OF THE EXAMPLE DESCRIBED _____.

NUMBER OF PERSONS WHO POSITIONED THEIR DRAWING ON THE PAPER IN APPROXIMATELY
THE SAME PLACE AS THE EXAMPLE DESCRIBED _____.

NOTE TO TRAINER: You may wish to prepare a newsprint chart of this sheet
to be posted for use in Step 8 of the exercise to
facilitate sharing of group data.

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Communication Exercise Record Sheet

PART II - TWO-WAY COMMUNICATION

ENDING TIME	_____	MIN	_____	SEC
BEGINNING TIME	_____	MIN	_____	SEC
LAPSED TIME	_____	MIN	_____	SEC

NUMBER OF PERSONS WHO
ESTIMATED THEY DREW:

NUMBER OF PERSONS
WHO ACTUALLY DID DRAW:

4 FIGURES CORRECTLY _____

4 FIGURES CORRECTLY _____

3 " " _____

3 " " _____

2 " " _____

2 " " _____

1 " " _____

1 " " _____

0 " " _____

0 " " _____

NUMBER OF GROUP MEMBERS WHO DREW FIGURES APPROXIMATELY THE SAME SIZE AND
SHAPE OF THE EXAMPLE DESCRIBED _____.

NUMBER OF PERSONS WHO POSITIONED THEIR DRAWING ON THE PAPER IN APPROXIMATELY
THE SAME PLACE AS THE EXAMPLE DESCRIBED _____.

NOTE TO TRAINER: You may wish to prepare a newsprint chart of this sheet
to be posted for use in Step 9 of the exercise to
facilitate sharing of group data.

EXERCISE 16

Handout 1

Communication

Communication is the process by which the condition (ideas, feeling attitudes, etc.) of one person is understood by another. It is a process of transmission--one person creates a message which is received and interpreted by the other.

The communicator begins by having some kind of idea, some condition of his/her own, which he/she wishes to transmit. In verbal communication, he/she attempts to formulate that condition into words--our medium of verbal expression. He/she chooses the words which, to him/her, best represent his/her idea or condition. These words are then expressed through making the noises which represent these words (he/she says them).

Communication is accurate to the extent that the idea which has been created in the receiver is like the idea which was in the communicator.

Now there are many places where communication can break down. If the communicator does not know, with accuracy, what his/her own idea is, he/she can hardly formulate it into appropriate words. If he/she is not aware of his/her own condition, he/she will have more difficulty communicating that condition consciously. So the first breakdown is unclarity about what the person wants to say.

The second breakdown occurs when he/she has difficulty choosing the words which represent accurately what he/she wants to say. He/she may lack accurate words for the condition, or he/she may forget to be precise in his/her choice of words by being aware of the nuances of his/her idea and choosing words accordingly.

The third breakdown occurs when he/she does not make accurate noises which represent the words--he/she doesn't enunciate clearly, or the receiver doesn't hear him/her well or there is other interference in the noise transmission process. Sometimes the receiver simply isn't listening to him/her.

The fourth breakdown occurs when the words which have been used have a different meaning to the receiver than to the sender, or they are not understood. In choosing words, therefore, it may be very important for the communicator to select words which will most accurately represent his meaning to the receiver, rather than the words which may most accurately represent the meaning to the sender. You must choose your language in light of the audience.

This process at best runs into the difficulties above. Now in every day communication other problems are added. The emotional condition of the receiver or communicator can affect how the message is sent or received. Feelings tend to distort the accuracy of the communication, either in mutilating the accuracy of transmission--less accurate words may be used--or accuracy of receiving--phenomena--we hear only a part of the sentence or idea and do not receive the whole message.

Clarification of communication is essential as it is through communication processes that the work of the group gets accomplished. Without communication, people cannot work together.

EXERCISE 16

Handout 2

Instructions to Observers: Observers Only

As you observe your assigned person(s) be alert to facial expressions, body movements, signs of confusion, frustration, etc. Jot down notes to help you recall specific examples to report to the total group at the end of the second portion of this exercise.

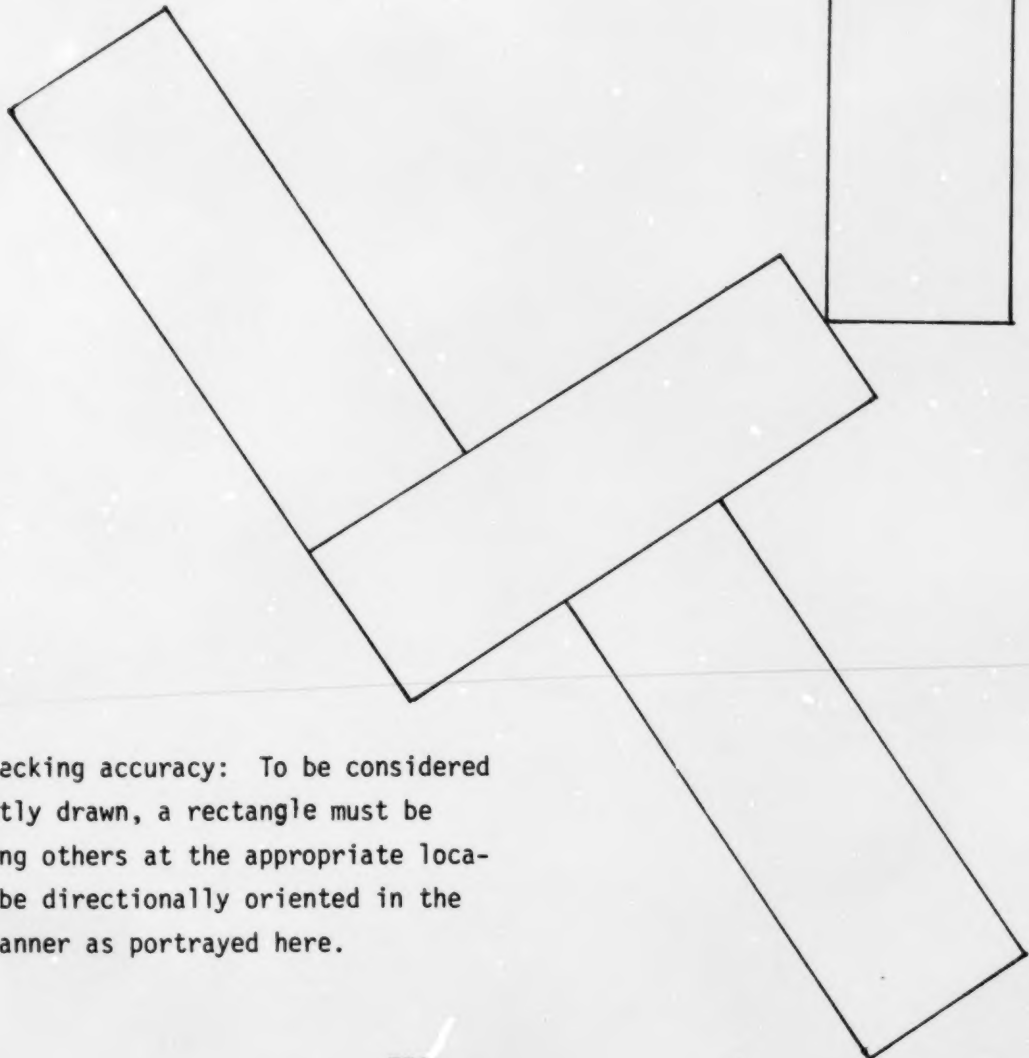
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EXERCISE 16

Handout 3 Communicator Directions

Part I--One-way Communication

INSTRUCTIONS: For two minutes study the figures drawn on this sheet. You will instruct the members of the group how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.



For checking accuracy: To be considered correctly drawn, a rectangle must be touching others at the appropriate location, be directionally oriented in the same manner as portrayed here.

EXERCISE 16

Handout 4

Directions to Participants, Part I

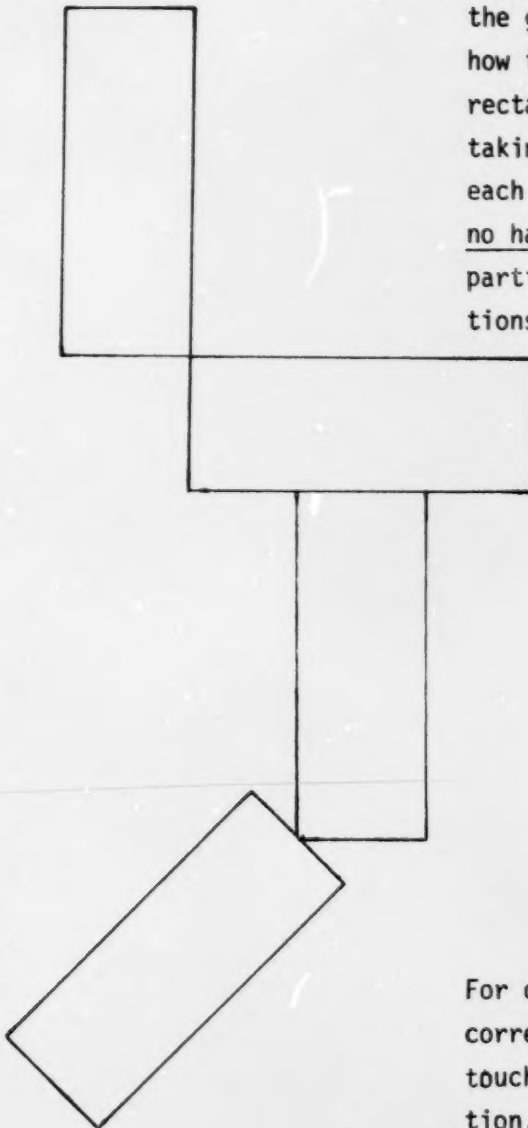
The communicator will describe a drawing to you. You are to listen carefully to his/her instructions and draw what he/she describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the communicator and you are not to ask questions or offer suggestions to one another. Each person is to work independently on this exercise.

EXERCISE 16

Handout 5 Communicator Directions

Part II--two-way Communication

INSTRUCTIONS: Study the figures drawn on this sheet. Facing and in full view of the group, you are to instruct the members how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relation of each to the preceding one. You are to make no hand signals. Answer all questions from participants and repeat and amplify directions if necessary.



For checking accuracy: To be considered correctly drawn, a rectangle must be touching others at the appropriate location, be directionally oriented in the same manner as portrayed here.

EXERCISE 16

Handout 6

Directions to Participants, Part II

The communicator will again describe a drawing to you. This time he/she will be in full view during the exercise and you may ask questions, break in at any time for clarification, ask for repeating portions of the directions. The communicator will be timed, but there is no time limit. Work as rapidly and accurately as you can.

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EXERCISE 16

Handout 7

One-Way and Two-Way Communication

We are all accustomed to one-way and two-way communication, both of which we use every day. However, we may not have given much thought to the processes involved in one-way and in two-way communication, nor to the consequences of using one or the other way of communicating with others.

One-way communication is the process we use when we are giving orders, instructions, lecturing to groups, etc. It is a process in which one person is the communicator and the other person or persons are the listeners. The communicator carefully organizes his/her thoughts, decides how he/she is to communicate his/her ideas, and then communicates them. The listener (or listeners) attempts to concentrate on the job of listening, seeking to understand clearly what the communicator is saying and what the implications of his/her comments are. As we grow up we have many experiences with one-way communication--perhaps at home, where our parents may communicate primarily in a one-way fashion; perhaps at church, where the Sunday School teacher may instruct in a one-way mode, and certainly at a sermon where the minister or priest is preaching in a one-way communication mode; perhaps at school, where most teachers instruct in a one-way style; and in numerous other cases which all of us encounter.

Two-way communication is the process we use when we are seeking to understand each other, when we want both to communicate to the other person and to listen carefully to what he/she says. It is a process in which each person involved is both a communicator and a listener. As we grow up we have many experiences with two-way communication, though perhaps fewer than with one-way communication. Sometimes we engage in a meaningful two-way communication with our parents or with our children, sometimes with a brother or sister, sometimes with a close friend. We may also have two-way communication patterns with our teachers, our students, our supervisors, our subordinates, and our colleagues. What distinguishes these patterns is the back and forth flow of attitudes and feelings within a climate of mutual understanding.

The one-way, two-way communication exercise is intended to highlight the process of communication and some of the consequences of utilizing one pattern or the other. One-way is usually faster than two-way--more ideas can be covered in the same or shorter time. Two-way is usually more accurate than one-way--listeners have an opportunity to check their understanding of the communicator's message and clear up questions and confusion. One-way is usually more satisfying to the communicator than two-way, but two-way is usually more satisfying to the listener than one-way.

Whether the emphasis in a specific communicative act should be one-way or two-way depends on the purposes of the communication, on the relationship of the parties involved to each other, and on the consequences or effects desired. There are times when one-way is preferred, other times when two-way is preferred. Regardless of the emphasis one utilizes, it is useful to provide for feedback and other data to test out the success of the communication pattern utilized.

STAFF UTILIZATION

MOTIVATION STRATEGIES

WHAT

MOTIVATIONAL TECHNIQUES TO ENCOURAGE THE USE OF THE LIBRARY MEDIA CENTER ARE IMPORTANT TO ITS EFFECTIVE USE. COOPERATIVE BRAINSTORMING FOR MOTIVATIONAL IDEAS IS THE FOCUS OF THIS ACTIVITY.

WHY

MANY MOTIVATIONAL TECHNIQUES CAN BE USED TO INCREASE INTEREST IN THE LIBRARY MEDIA CENTER. THESE SHOULD BE GEARED TO THE AGE LEVEL OF THE STUDENT. INCREASED USE OF LIBRARY MEDIA RESOURCES CAN ENHANCE THE INSTRUCTIONAL PROGRAM AND ENCOURAGE HIGHER STUDENT ACHIEVEMENT.

WHO

THIS ACTIVITY CAN BE USED WITH A GROUP OF LIBRARY MEDIA SPECIALISTS. TEACHERS COULD BE INCLUDED IN THIS ACTIVITY.

WHEN

THIS ACTIVITY CAN BE A PART OF A WORKSHOP, PROFESSIONAL DAY PROGRAM OR A FACULTY MEETING. IT CAN BE CONDUCTED AT ANY TIME DURING THE YEAR. TIME NEEDED FOR THIS ACTIVITY IS ONE HOUR.

WHERE

THE LIBRARY MEDIA CENTER CAN BE USED FOR THIS ACTIVITY OR ANY ROOM WHICH ACCOMMODATES THE GROUP SEATED AT TABLES OR DESKS.

HOW

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TURN THE PAGE

STAFF UTILIZATION

MOTIVATION
STRATEGIES

AIM

DEVELOP IDEAS FOR ENCOURAGING THE USE OF
THE LIBRARY MEDIA CENTER.
PRESENT VARIOUS STRATEGIES AND TECHNIQUES
OF INCREASING MOTIVATION FOR USING THE
LIBRARY MEDIA CENTER.

PURPOSE

BRAINSTORMING
INFORMATION
PROCESS SKILLS

MATERIALS

HANDOUTS:

KNOW YOUR STATE QUIZ
FIVE DOZEN WAYS TO GIVE A BOOK REPORT
RULES FOR BRAINSTORMING
BUTCHER PAPER, FELT PEN AND TAPE
PENCIL AND PAPER

ANY ITEM THAT CAN BE USED FOR A WARMUP
ACTIVITY FOR BRAINSTORMING SUCH AS A
PAPER CUP, STRAW OR A TAB FROM A POP-
TOP CAN.

ITEMS FOR DEMONSTRATION PURPOSES SUCH AS
A STUFFED TOY AND A BASKET.

ANY OTHER ACTIVITY IN THE STAFF UTILIZATION
MODULE CAN BE USED ALONG WITH THIS ACTIVITY
ESPECIALLY THE PROGRAM PLANNING ACTIVITY
AND THE UNIT PLANNING ACTIVITY.

DIRECTIONS


TURN THE PAGE

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

NOTE

Brainstorming rules should be printed on a large sheet of butcher paper which can be taped to the wall at the appropriate time. If using a chalkboard, the rules could be written before the session and covered until the appropriate time.

NOW

Begin by explaining what is meant by motivational activities or strategies. These may be any plans, ideas or exercises which will promote the use of the library media center resources or create an interest in using the center. The following two examples of motivational strategies at the elementary level may be given.

Example 1. Using the stuffed toy, explain that this toy is to become the library media center's mascot. This is to be announced to all the classes. A contest will be held to name the center's mascot. The contest can be handled in any fair and simple manner such as each class suggest a name. Then the name can be selected by an outside committee or simply drawn from a hat. Publicity will create further excitement such as posters, newspaper articles, etc.

Carrying this activity further, the mascot could be the display area for new books. This idea could be expanded.

Example 2. Using the basket full of library books, demonstrate how an elementary school library media specialist could pay "unexpected" (pre-arranged with the teacher) visits to the classroom bringing a "basket of goodies" which she will share with the students. She can show the books as she tells a little about each one to encourage interest in them. These could be new books recently added to the library media center collection.

Distribute the handouts: Know Your State Quiz and Five Dozen Ways to Give a Book Report to illustrate other motivational ideas.

NOW

Divide the group into subgroups of three or four people. These subgroups may have to be larger if it is a large group. If it is a mixed group, elementary and secondary, it would be best to keep the subgroups with others in the same grade level.

Place the rules for brainstorming in view of the participants. Read and clarify the rules. Ask for questions. Instruct the participants that they are to work with their group members as a group, however, there will be only one recorder for the group. Give each group a sheet of paper and a pencil. Give them the amount of time they will have for brainstorming, adding that they are to begin when you say "Start" and end when you say "Stop". Show them the item to be used for brainstorming (straw, tab from pop-top can, or paper cup, etc.) Their objective is to name as many things as they can that can be made from this item. The group with the longest list will be declared the winners. Stress the rules again. Start. Give them ten minutes for brainstorming. Stop. Ask each group to count how many different things they listed. Declare the winner. Then have each group share 2 or 3 of their most unusual things. Explain that this same procedure can be used for brainstorming for motivational strategies. Give each group another sheet of paper and ask them to brainstorm for ideas that could be used to promote use of their library media center. Tell them that they will have 20 minutes for brainstorming.

Place large sheets of butcher paper on the wall which can be used for summarizing when the brainstorming is over. (A chalkboard could be used, but the paper is better because it can be kept.) Stop the brainstorming and begin sharing. List the ideas on the paper where everyone can see. Phrases or words can be used for brevity, however, allow each group to explain and clarify their ideas. It could be useful if someone takes notes so that these could be compiled after the meeting and sent to all participants. Allow 15 minutes for compilation of ideas.

Wrap up the session by asking for questions or any further discussion. Emphasize that all ideas are good ideas and innovation should not be

feared. Not everyone will use each idea in the same way. An idea might be used to trigger other ideas. Have each group turn in their brainstorming papers for compilation of a report back to the group. Inform them that each will receive a copy of the compilation.

Rules for Brainstorming

1. Set a time limit (10 minutes).
2. Produce ideas at a rapid pace.
3. No discussion or evaluation of the ideas is permitted.
4. The emphasis is on quantity, not quality.
5. Suspend judgment for 10 minutes.
6. Encourage the practice of hitchhiking on others' ideas.
7. Be sure and have a person to record the ideas.

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Know Your State Quiz

(Can Be a Continuing Feature of the School Newspaper)

1. Name 10 cities or towns in the state that begin with W.
2. What is the middle name of the two U. S. Senators?
3. Where was the Governor of the state born?
4. What is the largest lake in the state and where is it located?
5. What is the largest school district in the area in the state?
6. What the prices of the car license plates based on in this state?
7. Name the state parks in this state.
8. Name the president of the State University.

These quizzes can be used as a contest with prizes awarded for the first person to submit all the correct answers.

FIVE DOZEN WAYS TO GIVE A BOOK REPORT

1. Give an oral summary of the book.
2. Submit a written summary of the book.
3. Tell about the most interesting part of the book.
4. Write about the most interesting part of the book.
5. Tell about the most important part.
6. Write about the most important part.
7. Read an interesting part aloud.
8. Tell about a person you liked or disliked.
9. Write about a person you liked or disliked.
10. Write a dramatization of an exciting episode.
11. Present a dramatization of a selected episode.
12. Tell about something you learned.
13. Demonstrate something you learned.
14. Make a peep box of the important part.
15. Make a "movie" of the story.
16. Paint a mural of the story (or parts of it).
17. Create a puppet show dramatizing the climax of the story.
18. Paint a water color picture of an important event in the book.
19. Make a book jacket with an inside summary.
20. Make a scale model of an important object discussed in the book.
21. Draw clocks to show the times important events took place and write a brief caption for each.
22. Write another ending for the story.
23. Make up a lost or found ad for a person or object in the story.
24. Make a "picture book" of the most important part.
25. Draw a "picture story" of the most important part.
26. Compare this book with another you have read on a similar subject.
27. Gather a collection of objects described in the book.
28. Draw or paint main characters.
29. Make a list of words and definitions important to the story.
30. Make a poster to advertise the book.
31. Prepare a true or false quiz for use after reading of this book.
32. Give a pantomime of an important part.
33. Use a map or time line to show routes or times.

34. Dress as one of the characters, and tell his/her role.
35. Tell about the author or illustrator.
36. Make a flannelboard story from magazine pictures to illustrate story.
37. Hold a "round-table" discussion or panel with others who have read this book.
38. Do a scientific experiment associated with reading and demonstrate it to the class.
39. Make a sawdust paste model. Paint it. Label is neatly.
40. Tape record story highlights. Play it back.
41. Make a styrofoam model to represent the most important character.
42. Make a diorama illustrating a scene.
43. Make a seed mosaic illustrating a scene.
44. Make a scroll using an outstanding quotation from the book.
45. Soap carving.
46. Balsa wood carving.
47. Make a paper-mache model.
48. Make a 3-D scene in a cardboard box.
49. Give a "chalk-talk" about the book.
50. Make a finger painting suitable for a book jacket.
51. Make clay work illustrating an important person or object.
52. Make stand-up characters.
53. Copy a letter from the book.
54. Make a picture of the character, using the letters in his name.
55. Make a wire mobile of characters or objects in the story.
56. Give a "news cast" about an event in the story.
57. Act out with another pupil an interview with the author.
58. Dramatize an imaginary interview with the hero (or heroine).
59. Arrange to debate another pupil on the merits of the book.
60. Tell how you would turn this story into a musical--illustrate by a song or two.

---Source Unknown

STAFF UTILIZATION

INSTRUCTION DESIGN - A PROGRAM PLANNING

GENERAL INSTRUCTIONS TO TRAINER

WHAT

THIS ACTIVITY IS DESIGNED TO INCLUDE ALL LEVELS OF SCHOOL DISTRICT PERSONNEL IN IDENTIFYING SPECIFIC NEEDS AND PURPOSES OF THE LIBRARY MEDIA PROGRAM AND RELATING THOSE IDENTIFIED CONCEPTS TO SUPPORT THE CURRICULUM.

WHY

THE LIBRARY MEDIA PROGRAM MUST BE DESIGNED TO PROVIDE FOR STUDENT AND TEACHER NEEDS. IT SHOULD PROVIDE FOR INDIVIDUAL NEEDS AND INTERESTS.

WHO

ADMINISTRATORS AND TEACHERS AND LIBRARY MEDIA SPECIALISTS MAY PARTICIPATE IN THIS ACTIVITY. THE LARGE GROUP DIVIDES INTO SUBGROUPS. EACH OF THE SUBGROUPS WILL ELECT A REPORTER. EACH SUBGROUP MAY ALSO HAVE A LEADER WITH SOME LIBRARY MEDIA TRAINING OR THE TRAINER MAY ACT AS A FLOATING LEADER MOVING FROM GROUP TO GROUP TO AID IN DEVELOPING COMMUNICATION TECHNIQUES.

WHEN

TIME REQUIRED FOR THE ACTIVITY IS ONE HOUR AND FORTY-FIVE MINUTES. A TEN MINUTE WELCOME AND INTRODUCTION FAMILIARIZES THE GROUP WITH THE TRAINER AND DESCRIBES THE PURPOSES OF THE ACTIVITY. A FILM SHOWING EXAMPLES OF LIBRARY MEDIA PROGRAMS CAN BE USED TO MOTIVATE THE GROUP.

THE FILM SUGGESTED TAKES THIRTY FIVE MINUTES. DIRECTION TO THE GROUP AND DISCUSSION TAKES APPROXIMATELY FORTY MINUTES AND A TWENTY MINUTE PERIOD IS NEEDED FOR SHARING IDEAS AND REPORTING.

WHERE

A RELAXED ATMOSPHERE THAT ALLOWS GROUPING SUCH AS A CLASSROOM OR OTHER LARGE COMFORTABLE ROOM WITH TABLES AND CHAIRS CAN BE USED FOR THE ACTIVITY. BE CAREFUL TO SUIT THE TIME AND PLACE TO THE GROUP SIZE AND TO THE TEACHING STRATEGY PLANNED. IF A FILM IS TO BE SHOWN, THE ROOM MUST HAVE THE PROPER EQUIPMENT, LIGHT CONTROL, AND ELECTRICAL OUTLETS

HOW

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TURN THE PAGE

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ACTIVITY

STAFF UTILIZATION

INSTRUCTIONAL DESIGN - A PROGRAM PLANNING

AIM

CREATE ENTHUSIASM FOR THE LIBRARY MEDIA
PROGRAM
INCREASE UNDERSTANDING OF THE PROCEDURES
NECESSARY IN DEVELOPING INTERDISCIPLINARY
PROGRAMS
PROVIDE IDEAS IN DIFFERENT SUBJECT AREAS
FOR PROGRAMS THAT CAN BE SUCCESSFULLY
COORDINATED BETWEEN CLASSROOM AND LIBRARY
MEDIA CENTER
EMPHASIZE THE NEED FOR VARIETY AND INDIVID-
UALIZATION BY IDENTIFYING SPECIFIC ACTIVI-
TIES THAT INTEREST STUDENTS

PURPOSE

COOPERATION
COORDINATION
AWARENESS AND INTEREST
IDEA DEVELOPMENT

MATERIALS

CHECKLIST FOR PROGRAM PLANNING
PROGRAM PLANNING QUESTIONS
"LEARNING WITH TODAY'S MEDIA," E.B.E.
16MM 35 MIN. SHOWS EXAMPLES OF MEDIA
PROGRAMS IN FOUR DIFFERENT SITUATIONS
INNER-CITY MIDDLE SCHOOL, URBAN HIGH
SCHOOL, COMMUNITY COLLEGE, ELEMENTARY
SCHOOL IN RURAL AREA.
(THE USE OF AUDIOVISUAL MATERIALS IS OPTIONAL
AND ANY FILMS USED SHOULD BE SELECTED ACCORD-
ING TO GROUPS NEEDS AND OBJECTIVES.)

(THE HANDOUTS AND DISCUSSIONS MAY BE
ADAPTED TO EMPHASIZE EITHER ELEMENTARY
OR SECONDARY SCHOOL PROGRAMS.)

DIRECTIONS

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DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

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DIRECTIONS

Following the introduction and film, the participants from subgroups of four to eight people.

Each participants receives a Checklist for Program Planning and Program Planning Questions.

Each group elects a leader-reporter who stimulates discussion by drawing the members of the group into discussions with questions related to advance planning and to providing a variety of materials to meet individual needs. Some possible questions to stimulate discussion are:

- . Does cooperative planning improve the library media program's effectiveness in individualizing instruction? In aiding independent study?
- . What kind of activity using library media resources have you used successfully? How did you coordinate the program with students, library media specialists and administrators?
- . What activities seem most interesting to students?
- . What activities and programs can you use to increase involvement of library media services?

The Trainer should be creative. Examples of successful activities that have been used or reference to activities demonstrated in the film may help motivate the group. In cases where teachers and administrators have little library media background, the Trainer may wish to present discussion questions to the group members as a handout or on an overhead projector or board.

CHECKLIST FOR PROGRAM PLANNING

After ten or fifteen minutes of discussion, it is possible to review some of the areas indicated in the Checklist for Program Planning. The Trainer reviews procedures for planning and coordinating library media programs with classroom instruction. Some of these procedures are listed in the Checklist. Additional ways to coordinate programs may be volunteered by participants.

DISCUSSION QUESTIONS

Ten minutes should be allowed for discussion of activities and planning questions. The Trainer limits and calls time permitting a few extra minutes if necessary. The group reporter gathers the ideas and shares them with the entire group.

IV. The Trainer may summarize the results on a board or on large sheets of paper taped to the wall. Summary of the group's thinking in answering the Program Planning Questions may follow the form shown in the completed Program Planning Questions. An evaluation of the effectiveness of the activity may be used to determine its success.

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CHECKLIST FOR PROGRAM PLANNING

Activities related to classroom instruction can be used in the library media center. In planning library media programs, it is wise to:

- _____ Coordinate the planning of objectives and activities with the principal and teachers.
- _____ Provide readiness activities for reading and reference programs to insure student achievement.
- _____ Plan in advance, for all library media center activities in order to insure adequate space and materials for class, group and individual use.
- _____ Individualize--provide instructional materials for different needs, interests, and learning styles.
- _____ Provide special collections--magazines, paperbacks, career and college, subject area collections (i.e. humor, adventure, mystery, biography)
- _____ Consult with faculty on selection and evaluation of library media materials in each subject area.

Program Planning Questions

Programs and activities I am planning in the future.

Curriculum areas in which students might do some research.

Specific library media center activities that would interest students.

Specific students or groups of students that would benefit from a special project.

Program Planning Questions

(Example Completed Form)

Programs and activities I am planning in the future.

- Science - fossils, ocean life
- Social Studies - regions of the U.S., mapping and graphing
- Math - fractions

Curriculum areas in which students might do some research.

- Social Studies - important events, people and places involved in the Westward movement.
- Reading - enrichment activities, poetry
- Math - numerical systems (abacus, Roman numerals, etc.)
- Science - famous American inventors

Specific library media center activities that would interest students.

- Social Studies - reading about current events in magazines
- Library Media - the kind they can use themselves, filmstrips, records, etc.
- Reading & English - dressing as a book character, story telling time

Specific students or groups of students that would benefit from a special project.

- Fourth grade social studies could use a project on their level.
- Would like to see a group in my reading class do a story-telling unit.

STAFF UTILIZATION

INSTRUCTIONAL DESIGN - B UNIT PLANNING

GENERAL INSTRUCTIONS TO TRAINER

WHAT

THIS IS A LABORATORY WHICH TAKES THE PARTICIPANTS THROUGH THE ACTUAL PROCESS OF PLANNING A TEACHING UNIT UTILIZING LIBRARY MEDIA RESOURCES.

WHY

THE COORDINATION OF THE INSTRUCTIONAL PROGRAM AND THE LIBRARY MEDIA PROGRAM CAN BEST BE DEMONSTRATED BY GOING THROUGH THE ACTUAL PROCESS OF PLANNING A UNIT.

WHO

THIS ACTIVITY SHOULD INCLUDE THE TEACHERS AND THE LIBRARY MEDIA STAFF.

WHEN

THIS ACTIVITY CAN BE USED AS A PART OF A PROFESSIONAL DAY INSERVICE PROGRAM OR AS PART OF A WORKSHOP. THE TIME REQUIRED IS THREE HOURS.

WHERE

THIS ACTIVITY MUST BE CONDUCTED IN THE LIBRARY MEDIA CENTER AS IT WILL BE NECESSARY TO HAVE THE RESOURCES AVAILABLE FOR USE

HOW

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TURN THE PAGE

STAFF UTILIZATION

INSTRUCTIONAL DESIGN - B UNIT PLANNING

AIM

PROVIDE A LABORATORY SITUATION FOR THE
PLANNING OF A MEDIATED TEACHING UNIT.
DESCRIBE FOR THE UNDERSTANDING OF INTER-
DISCIPLINARY COORDINATION IN USING
LIBRARY MEDIA CENTER RESOURCES.

PURPOSE

UNDERSTANDING
AWARENESS
PROCESS SKILLS
DEVELOPMENT OF A TEACHING UNIT

MATERIALS

HANDOUT:
DEVELOPING A UNIT

LIBRARY MEDIA CENTER RESOURCES.

THE AWARENESS ACTIVITY FROM THE LONG RANGE
PLANNING MODULE SERVES AS A GOOD INTRODUCTORY
ACTIVITY.

THE PROGRAM PLANNING ACTIVITY - INSTRUCTIONAL
DESIGN A FROM THE STAFF UTILIZATION MODULE
CAN BE USED PRIOR TO THIS ACTIVITY.

DIRECTIONS

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DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

The Awareness Activity from the Long Range Planning Module may be used prior to this activity. The activities on Instructional Design may be followed by the activity on Motivational Strategies from the Staff Utilization Module. Any of the activities from Staff Utilization Module can be used together.

Divide the teachers into groups of 3 or 4 persons per group. As many as 5 teachers can be grouped together. Their teaching area should not be considered in the grouping, to the contrary, the more varied the teaching assignments within the group, the greater the challenge in planning the unit. The groups can be formed by the seating arrangement. All those at one table would constitute a group. Or, the groups could be formed by counting off from 1 to.....

Give each participant a handout: Developing a Unit. Appoint a recorder and a leader for each group or let them evolve from the group. The recorder will be responsible for reporting on their unit to the rest of the groups. The leader is responsible for seeing that a topic is selected, that the group gets organized, and that the information gets recorded.

Instruct the groups that each group is to select a topic on which to develop a unit. The objective is to develop a unit which can be implemented with an interdisciplinary approach. The group is to decide what concepts, skills, and attitudes are to result from each class. Then, each teacher is to decide which resources and activities for the unit will be used in their class. Under Related Curriculum Activities, they are to list the activities the other members of the group will incorporate into their teaching.

Give an example of a unit that has been developed by a group and how each part of the unit is to be filled out. (See Developing a Unit-Sample.)

Allow time for questions and clarification. Instruct them that they will have 30 minutes to work on their unit. They must use part of this time to find the resources they will use by searching the library media center for appropriate materials. They may use the Card Catalog, Reader's Guide or other indexes, reference materials, the Informational File, AV materials, etc. The library media staff should serve as resource persons

to assist the teachers in finding what they need. The Trainer may also assist. They are to list the resources that would be appropriate for use with their unit. (This will give them a feel for identifying materials for instructional use.) If materials in a certain area are not available in the library media center, they are to list the topic and ask the library media specialist for a selection tool where these resources might be listed. Then they are to make a selection.

Begin

At the end of the time, ask them to return to their group for sharing. (The unit will not be complete. The interest is in process not product.)

Have each group share their unit with the other groups explaining how they will cooperatively teach their unit and relating the information on their unit sheet. When each group has shared, reemphasize that cooperative teaching takes cooperative planning. Leave them with the idea that the library media specialist and the library media center can assist them in planning. The use of library media center resources in teaching can create a new interest in learning.

The participants may keep their units.

Learnings To Be Achieved

Main idea to be developed	Concepts	Skills	Attitudes, Values and Appreciations

Resources and Activities to Achieve Learning

Text References	Supplemental References	Audiovisual Materials	Community Resources

Resources And Activities to Achieve Learning - Continued

Construction Activities	Dramatic Representations	Oral and Written Reports	Discussions & Questions to stimulate reflective thinking	
Related Curriculum Activities				
Mathematics	Science	Reading	Music	Art
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Text References	Supplemental References	Audiovisual Materials	Community Resources
615	1. What to listen for in Music - Copland (Prepare for listening) 2. Techniques of group theatre - Jan Kubicki	1. Posters 2. Film of Cont theatre & music	1.

Resources And Activities to Achieve Learning - Continued

Construction Activities	Dramatic Representations	Oral and Written Reports	Discussions & Questions to stimulate reflective thinking	
1. Theatre - Reading script (in English) 2. Theatre - Reading script (in French) 3. Listening recordings of Cont. music	1. Attending production of "The Bald Sep" at O.U. - Jonesco 2. Attending student performance of "Interview" & other absurd 1- Acts	1. Research of "Theatre of Absurd" 2. Study of 20th Cen. musicians and musical forms	1. Discussion and Critique before and after show.	
Related Curriculum Activities				
Mathematics	Science	Reading	Music	Art

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STAFF UTILIZATION

INSTRUCTIONAL DESIGN CLASSROOM USE OF VISUALS

GENERAL INSTRUCTIONS TO TRAINER

WHAT

THIS ACTIVITY PROVIDES A LEARNING LABORATORY SITUATION FOR UTILIZING VISUALS IN CLASSROOM TEACHING.

WHY

THE USE OF VISUALS FOR CLASSROOM TEACHING CAN BE A VERY CONSTRUCTIVE TECHNIQUE IF PROPERLY PRESENTED. METHODS OF TEACHING WITH VISUALS ARE INCLUDED.

WHO

TEACHERS AND LIBRARY MEDIA SPECIALISTS SHOULD BE INCLUDED IN THIS ACTIVITY.

WHEN

THIS ACTIVITY CAN BE USED AS PART OF AN INSERVICE SESSION OR AS A PROFESSIONAL DAY WORKSHOP. THE ACTIVITY REQUIRES AN HOUR TO AN HOUR AND A HALF DEPENDING ON THE LENGTH OF THE VISUAL PRESENTATION USED.

WHERE

THIS ACTIVITY SHOULD BE CONDUCTED IN A ROOM WHICH IS ADAPTABLE FOR FILM VIEWING AND MUST BE LARGE ENOUGH TO ACCOMMODATE THE GROUP.

HOW

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TURN THE PAGE

ACTIVITY

STAFF UTILIZATION

INSTRUCTIONAL DESIGN CLASSROOM USE OF VISUALS

AIM

PROVIDE A SIMULATED LEARNING ACTIVITY TO
ILLUSTRATE PROPER USE OF VISUALS IN TEACH-
ING.

PURPOSE

INFORMATION
PROCESS SKILLS

MATERIALS

HANDOUTS:

TEACHING WITH FILMS
CRITERIA FOR EVALUATION OF SLIDE-TAPE
PRESENTATION
FILM EVALUATION
FILM ACTIVITY

A FILM FOR ILLUSTRATING TEACHING TECHNIQUE,
SUCH AS THE HANGMAN, CONTEMPORARY FILMS.
11 MINUTES.

OR

THE SHOPPING BAG WOMAN. LEARNING CORPORATION.
21 MINUTES.

(ANY OTHER APPROPRIATE FILM)

PROJECTOR AND SCREEN

(BE SURE TO PREVIEW FILM BEFORE SHOWING)

THE SPEECHES ON THE IMPORTANCE OF THE LIBRARY
MEDIA PROGRAMS IN THE ELEMENTARY/SECONDARY
SCHOOLS' INCLUDED IN THE AWARENESS ACTIVITY
OF THE LONG RANGE PLANNING MODULE CAN BE
USED AS AN INTRODUCTORY PORTION OF THIS
ACTIVITY.

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DIRECTIONS

TURN THE PAGE 

DIRECTIONS CAN BE CHANGED OR ADAPTED AS NEEDED, FOR USE WITH
DIFFERENT TYPES OF GROUPS OR FOR DIFFERENT PURPOSES.

DIRECTIONS

Begin with the appropriate introductory speech on the Importance of the Library Media Center.

Explain to the group that they will be viewing a film and then a lesson plan for using the film in teaching will be developed. Distribute the handout: Film activity. Go over each step for developing the lesson plan. Tell the participants that they are to view the film with these steps in mind.

Show the Film

(The film should be ready for showing by merely turning the on switch.)

When the film is over, go over each step asking for their ideas. These may be noted on a chalkboard or on butcher paper taped to the wall where all participants can see it. This portion should take about 30 minutes. Summarize the entire plan.

Wrap up the session by explaining that all visuals used in the classroom require the same type of planning (The activity on Program Planning from the Staff Utilization Module can be used with this activity.) Distribute the handouts: Criteria for Evaluation of Slide Tape Presentation; Teaching with Films and Film Evaluation. Briefly explain these handouts. Ask for questions before closing the session.

FILM ACTIVITY

Develop a lesson plan to include---

1. Possible objectives to which the film is related.
2. Sequence suitability (whether as introductory, within unit, review or summary).
3. Teacher explanations and comments necessary to introduce the film.
4. Discussion questions to be asked after showing.
5. Student activities that might follow its use.

CRITERIA FOR EVALUATION OF SLIDE TAPE PRESENTATION

Criteria for pictorial information

1. Clear sharp transparencies.
2. Visual information relevant to audio information.
3. Art work copy (if any) clear, simple, easily readable, correct spelling, relevant to level of intended audience.
4. Sequence and pacing compatible with audio.
5. Uniform style of pictures unless variety enhances desired effect.

Criteria for audio information

1. Sound track clear and audible
2. Minimum background noise
3. Recording speed 7 1/2 IPS
4. Verbal information scripted and cued

REMEMBER:

For a slide tape presentation, pacing and timing keep audience attention and invite audience participation.

TEACHING WITH FILMS

Films properly used can literally bring the world to the classroom in condensed, dynamic form. However, films contribute little to student learning when they are shown without proper planning. Effective utilization of films begin with careful selection and proceeds to careful teacher and student preparation.

Research about film use:

1. Increased learning will result from film showings if the viewers are told what they are expected to learn from film and that they will be tested on it.
2. Learning from films is increased by more than one showing combined with pretesting or posttesting.
3. Learning is increased by introducing the film, stating the purpose.
4. Note taking interferes with attention.
5. Films are especially valuable with slow learners.

Teacher preparation:

1. Film should be carefully selected to fit classroom use.
2. Preview film, taking notes as film progresses.
3. Read film guide, if available.
4. Plan introduction to film and follow-up activities.
5. Make physical arrangements to show film.

Class preparation:

1. Discuss what is already known about the subject and lead into what to expect from the film.
2. Introduce key words so students can become familiar with meaning in advance.
3. List questions which may be answered by the film.
4. Explain special photographic techniques.
5. Explain why they are seeing the film and what they are expected to learn from it.

Examples of follow-up activities:

1. Class discussion relating to original questions.
2. Divide the class into small groups after presentation of an "open end"

- film. Have each group discuss how it would solve the problem.
3. Practice the skills which the film taught.
 4. Give a written or oral check test.
 5. Ask the class to obtain more information of the topics using the library media center.
 6. Assign one or more groups to develop displays.
 7. Write a short essay or term paper.

FILM EVALUATION

Date _____

Evaluator's

Name and Title _____ Phone _____

School _____ Address _____

DESCRIPTION OF FILM

TYPE: Discussion _____ Enrichment _____ Information _____ Instructional _____

SUBJECT AREA(s):

Agriculture, Conservation and Natural Resources	_____	Industrial Arts	_____
Business Education	_____	Home Economics	_____
Civic and Public Affairs	_____	Music, Dance, Dramatic Arts	_____
Education	_____	Mathematics	_____
Family Life and Child Study	_____	Religion	_____
Fine Arts and Architecture	_____	Science	_____
Geography and Social Customs	_____	Practical Arts	_____
Health, Medicine and Safety	_____	Sports, Recreation, and Physical Education	_____

GRADE LEVELS: Adult _____ College _____ High Sch _____ Jr. High _____ Middle _____ Pre Sch _____

Could this film be used by several levels? _____ Please indicate
any limitations to general use. _____

List major teaching objectives for which this film is suited. _____

EVALUATION OF FILM

ACCURACY (Note any factual errors): _____

AUTHENTICITY (Degree to which film reflects its subject):

Highly authentic _____ Adequate _____ Somewhat misleading _____ Seriously misleading _____

Comments: _____

TIMELINESS: Dated _____ Useful though dated _____ Not Dated _____

SCRIPT: Closely related to content___ Useful Accompaniment___ Inadequately
related___ Comments:_____
Quality of Writing:_____

	Excellent	Good	Fair	Poor
<u>SOUND QUALITY</u> :	_____	_____	_____	_____
<u>CREATIVE USE OF SOUND TRACT</u> :	_____	_____	_____	_____
<u>STRUCTURE</u> (Editing, Organization, etc.):	_____	_____	_____	_____
<u>CAMERA WORK</u> :	_____	_____	_____	_____

Should the library media center buy this film? Yes_____ No_____

YOUR OVER-ALL IMPRESSION (Note strengths and weaknesses):

CLASS REACTION--IF VIEWED BY CLASS:

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